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AUTHOR	Rupe, Marvin L.; And Others
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ABSTRACT

The Long Beach Fire Department (California), developed a program to foster and improve the development of future fire department managers who are promoted from within the department. A 10-day orientation program was developed. The competency-based program featured a mix of management-leadership training (the nature of leadership, personnel management, and employer-employee relationships); technical instruction (records and reports, fire strategy, airport operations, and fire prevention); and practical problem solving (personnel counseling, leaderless group problems, and fire simulator problems). The program included daily staff preparation meetings, daily tests based on the previous day's class, debriefing meetings at the end of each day, and daily evaluations. (This report describes the development of the curriculum, the results of pretests and posttests administered to officers who completed the orientation program, and an evaluation of the program's effectiveness. Appendixes include the training assessment questionnaire, project goals and activities, pretest/posttest, daily tests, daily evaluations, course outline, sample lesson plans, and steering committee recommendations.) (MN)

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FINAL REPORT ON THE DEVELOPMENT OF THE
LONG BEACH FIRE DEPARTMENT
COMPANY OFFICER ORIENTATION PROGRAM

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Submitted by:

Marvin L. Rupe, Battalion Chief
Director of Training
City of Long Beach
Department of Fire

December 1987

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CITY OF LONG BEACH

DEPARTMENT OF GENERAL SERVICES

333 WEST OCEAN BOULEVARD • LONG BEACH, CALIFORNIA 90802

January 12, 1988

Mr. Mel Powell
Graduate Center for Public Policy Administration
California State University Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840

Dear Mr. Powell:

Please accept the attached abstract for inclusion in The Western Governmental Researcher.

The research and development of the Company Officer Orientation Program has been of great value to the Long Beach Fire Department, and it may be of help to other jurisdictions.

Sincerely,

Elaine McDaniel
Special Projects Officer
General Services

EMcD:eh
Attachment

cc: Chris A. Hunter, Deputy Fire Chief, Administration

FINAL REPORT ON THE DEVELOPMENT OF THE LONG BEACH FIRE DEPARTMENT COMPANY OFFICER ORIENTATION PROGRAM

PURPOSE METHODOLOGY AND FINDINGS: The report details the research and development of a training program to foster and improve the development of future fire department managers, who are promoted from within the department. To determine the training needs, an assessment questionnaire was developed, validated, and administered under strict conditions to a representative group in the department. Analysis of the data received from this instrument indicated a strong need and desire for an officer's training program. The report details the curriculum, testing and evaluation of the program. A t-test for dependent samples was used to determine if a statistically significant gain occurred in cognitive knowledge as a result of the program. The findings showed a significant difference between the means of the pretests and post tests indicating the program participants had a significant gain in cognitive knowledge.

PRINCIPAL INVESTIGATOR: Marvin L. Rupe
Battalion Chief
Director of Training

Fire Department, City of Long Beach
400 West Broadway, Room 261
Long Beach, CA. 90802

Cost: No cost for copies of the report.

FINAL REPORT ON THE DEVELOPMENT OF THE LONG BEACH FIRE DEPARTMENT COMPANY OFFICER ORIENTATION PROGRAM

Executive Summary

The Long Beach Fire Department (LBFD) Training Division developed the Company Officer Orientation Program in response to a request by Chief James B. Souders to improve the leadership competencies of the Department's officers. Battalion Chief Marvin L. Rupe, Director of Training, in support of this effort, conducted a needs assessment survey. The results of the survey confirmed the desire of Department personnel for an officers' training program. A summary of the needs identified in the needs assessment are contained in the report, "Position Paper of the Long Beach Fire Department Training Division."

Thorough planning was fundamental in the development of the program. This planning included, in addition to a position paper, systematic efforts to obtain input from a cross-section of the Department's personnel and the assignment of adequate human resource development personnel to accomplish the project's objectives. The final curriculum stressed the competency-based needs of LBFD captains over a generic-type officer training program. Officer professional integrity and responsibility were integral considerations in a curriculum that provided a jusicious balance of management-leadership units (e.g., the nature of leadership, "Investment in Excellence," personnel management, employer-employee relations), technical instruction (e.g., records and reports, fire strategy and tactics, airport operations, and fire prevention), and practical exercises (e.g., personnel counseling, leaderless group problems, and fire simulator problems).

Quality assurance and the broadest base of Departmental involvement were critical to the operation of the Company Officer Orientation Program. During the 10 days of the program's operation, formative evaluation was essential. In this effort the Training staff systematically planned and effectively used four formative strategies: (1) daily staff preparation meetings, (2) daily tests based on the previous day's class, (3) debriefing meetings at the end of each day, and (4) daily evaluations. These strategies provided important data for the Training staff and instructors to use in appropriately "fine tuning" the course throughout the 10 days.

The atmosphere of quality assurance was further enhanced by the obvious commitment of the Department's executive management staff. Each deputy chief and the Director of

Training stressed the importance of professional responsibility as the underpinning of management. Chief Souders reinforced this point in his opening and closing presentations. The participants positively noted the sincere interest demonstrated by the Department's executives.

The daily tests, pretest/posttest, and final evaluation provided abundant evidence that the goals and objectives were met. This high level of success was due to several factors, including careful staff planning, a strong executive management support, commitment by chief officers to take instructional lead roles, a relevant curriculum, systematic use of formative evaluation strategies, and motivated participants. It is important to note that the participants' motivation was due in great part because they were either on the current captains' promotion list or anticipating taking the next promotional examination.

In general the program delivery was effective. The instructors, for the most part, demonstrated good subject knowledge, were organized, met the lesson objectives, and were good role models. In a few instances the lectures lacked professional delivery.

The participants overwhelmingly supported the program's quality and the vast majority of the content. They also noted specific areas for improvement in future programs. The Training staff has given special consideration to the participants' recommendations. Additional recommendations were presented for program development and for sharing the benefits of the program with interested organizations.

Section 1

Introduction

The Long Beach Fire Department (LBFD) enjoys a tradition of well developed command leadership. This tradition, coupled with a rigorous promotional system in a closed labor market, has generally resulted in the most qualified firefighters promoting through the various levels of management, i.e., supervision (captain), middle management (battalion chief) and executive management (deputy chief and chief). In an effort to preserve and foster the development of future fire department managers, i.e., officers, Chief James B. Souders assigned Battalion Chief Marvin Rupe to investigate the Department's leadership needs as they relate to the mission of the Training Division in the Bureau of Support Services. This investigation led to the development of the "Company Officer Orientation Program."

At both the state and national levels, the fire service has recognized for many years the need for management development. In earlier years the focus was on skill-building for supervisory personnel, and more recently the emphasis has also included middle and executive management training and education. These management development programs have had an important impact on the fire service; however, they have been generic in approach and inherently expensive for a department to require for

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numbers of personnel. Thus, LBFD decided to create its own "in-house" program.

The Problem

The Long Beach Fire Department recognizes the critical role captains play in the management system. As company level officers, they are responsible for the lives of several firefighters and the health, safety, and general welfare of the public they serve. The officers must conduct an average of two hours training per work shift (based on a monthly plan), maintain an inventory of supplies, maintain records, and prepare a variety of reports. In addition, captains may be assigned to staff duties in Fire Prevention, Training, Emergency Medical Services, Communications, and special projects.

In less complex times, captains learned their duties through individual study programs, preparation for promotional examinations, working as acting captains in brief assignments (usually one day at a time and on-the-job training). However, recent social, political, economic, and technological developments have dictated that supervisory-level officers possess an appropriate, structured awareness and knowledge of these contemporary societal developments. As examples, captains must be able to command safely hazardous materials incidents, objectively record behavior in counseling sessions, and support the Department's equal employment opportunity and affirmative action programs. A single error can be devastating for the individual, the Department, the City of

Long Beach, and the community. Thus, a need was established to develop a structured orientation program for company officers. (A detailed description of the development of this program is presented in Section 2.)

Objective of the Evaluation Study

The objective of this study was to evaluate the effectiveness of the Long Beach Fire Department Company Officer Orientation Program conducted between September 14 and 25, 1987. Specifically, answers were sought to the following research questions:

1. What was the background that led to the development of the Company Officer Orientation Program?
2. What were the goals, objectives, and content of the Company Officer Orientation Program?
3. How was the course operated?
4. Were the goals and objectives met, and was the program delivery effective and appropriate?

Organization of the Report

The remainder of this report is organized in the following manner. Section 2 is a description of the development of the program, including the goals, objectives, and curriculum content. The course operation is presented in Section 3. Section 4 contains an analysis of the course's effectiveness and appropriateness. Finally, Section 5 includes a summary, conclusions, and recommendations. An Appendices provides detail reference to various materials discussed in the main body of the report.

Section 2

Development of the Program

This section is a description of the background that led to the development of the Company Officer Orientation Program. It is divided into three subsections: (1) the needs assessment, (2) development of the curriculum, and (3) participant selection and class scheduling.

The Needs Assessment

In an effort to determine the training needs of the Department, as objectively as possible, a needs assessment questionnaire was developed. This instrument was validated and then broadly distributed by an ad-hoc committee. The committee members administered the document under strict conditions. Primarily, the selected respondents were representative of the Department, considering rank, seniority, paramedic certification, labor affiliation, Fire Prevention Bureau, and Training Division assignments.

The questionnaire was thoroughly explained to the respondents to insure understanding of its content and purpose. It was stressed that adequate time be set aside to insure completion.

An analysis of this instrument indicated a strong perceived need of, and desire for, an officers' training program. The Director of Training presented this need in an October 29, 1987 report titled, "Position Paper of the Long Beach Fire Department Training Division." Specifically he noted:

> Historically, almost all Officer Training has been received off site, either from other agencies or self study. This creates a multiplicity of methods, values and terminology that provides for a broad spectrum of knowledge but an absence of a common base from which to work. Some officers operate fully within the I.C.S., others partially and still others not at all. The wide range of report writing skills and styles is one more indication of this absence of a common "professional form" or base of knowledge -- compare an arson investigator's report with a typical chief officer's incident report of the same fire. Additionally there appears to be a diverse range of knowledges in the areas of budget, liabilities, labor laws, interpersonal skills, personal health and fitness. Some of these areas will be addressed through "outside speakers," seminars and video programs.

Appendix A contains a copy of the "Training Assessment Questionnaire" and its results. Appendix B is a copy of the position paper.

In assessing the data and materials accumulated from various sources, it appeared that this kind of training had three areas of focus. First, the Department needs a "Career Guide Path" instrument. This guide should identify each of the Department's career positions from firefighter through chief. The guide should then accurately define and describe the required and recommended knowledges, skills, abilities, and certifications for each position. With these items identified, a curriculum could be developed.

Second, a curriculum aimed specifically for the first level supervisor is required (company officers' orientation). It became apparent that their needs are more task and value oriented than a broader more administrative-manager orientation of the middle and upper managers. The content of this officer orientation curriculum was selected with the help of a Steering Committee, from the needs assessment analysis, items recommended in published fire service and private industry documents, and lastly, from ideas provided by neighboring fire departments in California and Arizona.

The third focus was a program for middle managers and staff officers. This curriculum is incomplete at this time; however, a suggested outline or format has been identified.

Chief Souders concurred with the needs assessment and decided to place first priority on the development of the Company Officers' Orientation Program. In addition, he agreed to assign the resources needed to carry-out this task. The first resource was the assignment on November 1, 1986 of Captain Jerry Jones to the Training Division.

Development of the Curriculum

The Training Division's first task was to establish a goal statement for the proposed program. Initially, the goal read: "To establish a curriculum and develop units of instruction that effectively promote officer/managerial skills of our supervisors, i.e., captains and chief officers." By April, 1987, the goal was modified to focus on the needs of company officers only, and in January, 1987, this was delineated into activities and time frames. Appendix C contains selected communications related to the goal and its supporting activities.

In the early phases of the program's development it became obvious that input would be desirable from persons in the Department with fire service human resource development experience. One important consideration was to establish a short term steering committee to complement information received from the review of other departments and direction from executive-level management. On March 3, 1987, Battalion Chief Rupe appointed the following members to the committee:

Warren Harman, Battalion Chief (now Deputy Chief)
Gary Olson, Battalion Chief
Marvin Rupe, Battalion Chief
Tom Simmons, Battalion Chief
Rick DuRee, Captain (now Battalion Chief)
Jerry Jones, Captain

Captain Jones assumed the responsibility of communicating with each committee member.

Captain Jones surveyed 15 fire departments to determine the status of officer training. This survey included the following departments: Anaheim, Costa Mesa, Downey, Fullerton, Garden Grove, Glendale, Huntington Beach, Los Angeles City, Los Angeles County, San Diego, San Jose, Santa Ana, Torrance, Westminster, and Phoenix (Arizona).

His research revealed that only the Los Angeles City Fire Department (LAFD) had a thoroughly developed curriculum, i.e., the "Company Officer Management and Organization" (COMO) program. Others used some form of short-term orientation, e.g., brief rotation through staff positions, or had no program. Some relied on generic programs such as the State Officer Certification system. The LAFD COMO program was used as an important model for the LBFD Company Officer Orientation Program.

During March, Battalion Chief Rupe and Captain Jones developed a tentative outline of the main topics together with an estimate of the time required to cover each unit of instruction. It was determined that the most feasible delivery system would be an 80 hour course offered on 10 consecutive eight hour working days.

The Training Division staff, in consultation with the Steering Committee, next began the selection of instructors for the various instructional units. Priority was placed on the selection of chief officers based on their experience, current assignment, or both. In certain instances, e.g., fire prevention, a team was determined to be the most appropriate approach for effective delivery. This approach took advantage of individuals working on a daily basis in specialized areas. In addition, guest speakers were selected for topics where the Department did not possess appropriate expertise. The California Highway Patrol, Los Angeles County Fire Department HAZ MAT 105, and the Alcohol, Tobacco, and Firearm Arson Investigation Team are examples of guest speakers.

In August, Dr. Richard L. Resurreccion, Professor, California State University, Long Beach, joined the Training Division staff in partial fulfillment of his sabbatical leave assignment. His primary tasks were to:

1. Work with Captain Jones in assisting each

instructor in developing instructional objectives, lesson plans, and test questions for the pretest/posttest;

2. Work with Battalion Chief Simmons in the development of the units on technical report writing; and

3. Design assessment center type activities, e.g., counseling sessions and leaderless groups.

Interviews with instructors progressed at a slow rate. Tight professional schedules, vacation schedules, and other more pressing assignments seemed to be the most common reasons for this slow progress. A few instructors opted not to participate, and eventually were replaced. By Saturday, September 12, 1987, all but a couple of lectures were prepared and the pretest/posttest was finalized.

The pretest/posttest was designed to be used as an important indicator of cognitive knowledge gained as a result of the course. In designing the test special effort was made to balance the questions in terms of the value of each instructional objective. Other strategies were also developed to determine student knowledge gain. These included daily written tests, daily written evaluations, and informal, yet planned, conversations with students before the class, during breaks, and after class. Copies of the pretest/posttest, daily tests, and daily evaluation instruments are contained in Appendices D, E, and F, respectively. Role playing and emergency command simulation problems were used as measures of the participants' abilities to apply selected course content.

The final curriculum included the following topics:

1. The Captain as a Manager
2. Company Planning and Training
3. An Overview of "Investment in Excellence"
4. Personnel Management
5. Affirmative Action
6. Employer-Employee Relations
7. Reports and Records
8. Radio Communications
9. Basic Engine Company Operations
10. Fire Strategy and Tactics
11. Basic Fire Ground Operations
12. Airport Operations
13. Fire Prevention
14. Fire Alarm Systems
15. Fire Investigation
16. Building Construction
17. Ventilation
18. Harbor Overview
19. Incident Command System
20. Hazardous Materials Incidents
21. Multiple Casualty Incidents
22. Fire Simulator and Role Playing

Appendix G provides a more detailed enumeration of the course topics, time schedule, and instructors. Examples of lesson plans are presented in Appendix H. It should be noted that some instructors elected to use more detailed lesson plans, which are not included in this report. A binder with numerous journal articles and other readings was also developed to augment class lectures, discussions, and related activities.

Participant Selection and Class Scheduling

The Steering Committee recommended that the first class consist of 20 to 25 participants, specifically 15 to 20 candidates on the Captains' Eligibility List and the five most recently promoted captains (Appendix I). By mid-June, after an analysis of several factors, Chief Souders selected the first 10 candidates on the Captains' Eligibility List. Other personnel, without regard to promotional eligibility, were offered the opportunity to attend, provided they could adjust work schedules to attend every class meeting. Six additional firefighters elected to attend the Company Officers' Orientation Program. The names of the 16 attendees are contained in Appendix M.

On June 16, 1987, the participants were notified that the course would be offered from September 14 to 25. This advanced notice allowed the participants more than ample time to adjust personal schedules, e.g., vacations, not to conflict with the class schedule. The Training staff provided similar notification to the instructors.

Section 3

Operation of the Course

Section 3 is a description of the operation of the Company Officers' Orientation Program. This description includes an explanation of the daily (1) staff preparation meetings, (2) tests, (3) classroom management and presentations, (4) debriefing meetings, and (5) evaluations.

Staff Preparation Meetings

Each morning for approximately 45 minutes before class, the Training staff (Battalion Chief Rupe, Captain Jones, and Dr. Resurreccion) met to review the day's topics, objectives, test(s), and prepare the end of the day's evaluation instrument. If necessary, meetings included selected instructors to provide them with a more specific understanding of the class' progress and to discuss "last minute" adjustments that might be considered in the original lesson plans. The staff also used these meetings to review the progress of individual students, and to formulate strategies for advising students.

Tests

The staff determined early in the planning of the program that daily tests would be important. The primary purpose of these tests was to improve instruction. In pursuit of this goal, the tests provided an indication of student knowledge gain, instructor effectiveness, and validity of course content and construction. Secondarily

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the tests served to motivate the students to maintain pace with the instructional progress.

Seven tests were administered (Appendix E). They varied from simple recall to best answer multiple choice to problem solving essays. In most instances the tests were designed by the Training staff in consultation with the various instructors.

Classroom Management and Presentations

The Director of Training stressed, throughout the planning and delivery of the course, the importance of maintaining a positive, professional environment. Staff members and instructors were thoroughly briefed on this point. In the course's opening lecture, Battalion Chief Rupe set the tone for the course, emphasizing officer professional integrity and responsibility. Chief Souder's opening day presentation re-emphasized these points and focused on the Department's commitment to the successful development of its supervisory officers. Periodically, throughout the 10 days of instruction, the Training staff and certain instructors systematically reinforced the preceding points.

Course instructional units were set-up so that the captain's job description was thoroughly analyzed, immediately followed by lectures and practical exercises on personnel administration, e.g., affirmative action, equal employment opportunity, and report writing. Later units tended to be more technically-oriented, e.g., engine and truck company operation, building construction, incident command, and fire prevention. The final units emphasized the application of selected material presented in earlier units.

The course schedule and selected lesson plans are presented in Appendices G and H respectively. The course concluded with the presentation of certificates to the participants (Appendix J). The entire executive management staff and the Training staff attended this presentation, further emphasizing the Department's commitment to the development of its supervisory officers.

Debriefing Meetings

At the end of each day the Training staff met to debrief on the day's activities. Like the staff preparation meetings conducted before each class, the daily debriefing meetings provided a review of the day's topics, objectives, test(s), and a detailed analysis of the daily evaluations. Occasionally instructors and Chief Souders met with the staff. Individual student progress was a high priority during these debriefing sessions.

Daily Evaluations

The Training staff placed high priority on data obtained from the daily evaluations. The evaluation instruments provided the participants with the opportunity to give open-ended comments on each course presentation and activity (Appendix F). This informative data served as an important basis for making mid-course adjustments in the course content and delivery.

The staff noted that as the course progressed the participants tended to provide less detailed yet still adequate information on each evaluation. Chief Souders made a special effort to review carefully every evaluation submitted by the program participants.

Section 4

Course Evaluation

The primary purpose of this study was to determine the effectiveness of the Long Beach Fire Department Company Officer Orientation Program. In pursuit of this effort, the Training staff developed three measurement categories: (1) daily tests, (2) pretest/posttest, and (3) final evaluation. This section is organized in terms of these categories.

Daily Tests

The daily tests served two purposes. First, the tests provided valuable data, along with other information, that served as an important input to formative adjustments in instruction. Second, they served as a critical component in the summative evaluation, since the staff developed each test with a careful focus on the course objectives (Appendix E).

Seven tests were administered for 220 total points. Course participants' scores ranged from 216 (98% correct) to 157 (71% correct). The measures of central tendency (mean = 196.37, median = 199, and mode = 199) indicated a slightly skewed distribution of scores. The Training staff was satisfied that the scores indicated sufficient subject mastery.

Table 1 is a presentation of the participants' scores.

Pretest/Posttest

A pretest/posttest consisting of 50 questions (47 multiple choice and three fill-in) was administered on the

Table 1 - Daily Test Scores

Candidate	1	2	3	4	5	6	7	Total Pts Rcvd	% Rcvd
A	30	10	35	60	20	32	29	216	98%
B	30	10	35	60	20	32	25	212	96%
C	27	10	30	60	20	34	30	211	96%
D	28	10	35	57	20	28	29	207	94%
E	30	10	35	60	20	22	23	200	91%
F	27	10	30	60	18	32	27	204	92%
G	29	10	25	60	20	30	25	199	90%
H	30	9	35	60	18	22	29	203	92%
I	30	10	25	60	18	28	28	199	90%
J	21	9	35	58	20	28	28	199	90%
K	20	10	35	57	20	26	28	196	89%
L	25	7	30	60	20	28	27	197	89%
M	25	9	30	56	20	30	22	192	87%
N	25	10	26	57	20	26	20	184	84%
O	11	9	25	52	20	24	25	166	75%
P	12	8	10	57	20	30	20	157	71%

first day before instruction began and again just prior to the final simulation exercises. (The same form was used for both the pretest and the posttest.) See Appendix D. Table 2 provides an enumeration of the pretest/posttest scores, and Tables 3 and 4 contain limited item analyses of these tests.

A t-test for dependent samples (repeated measures) was used to determine if a statistically significant gain occurred in cognitive knowledge. As shown in Table 5, the mean score for the pretest was 26.687, and the posttest mean score was 43.375. A mean score difference of 16.688 between the pretest and posttest was found.

The data in Table 5 were used to calculate the t-value of 9.453 with 15 degrees of freedom. Since this value of t is greater than the .05 level of probability (1.753), it was concluded that there is a significant difference between the means of the pretest and posttest; thus, the program participants had a significant gain in cognitive knowledge. This finding coincides with the findings developed in other categories of the course evaluation.

Table 2 - Participants' Pretest/Posttest Scores

Participant	Pretest (X)	Posttest (Y)
A	36	43
B	30	42
C	40	42
D	32	43
E	34	43
F	25	47
G	25	47
H	34	47
I	31	44
J	25	48
K	31	45
L	32	46
M	25	46
N	35	46
O	26	39
P	14	26

Table 3 - Item Analysis of Pretest

	Response						
Question	a	b	c	d	e	No Response	Easiness %
1.	1	14*	1				87.5
2.	16*						100.0
3.	2	1		13*			81.2
4.			15*	1			93.7
5.	1	15*					93.7
6.	8*		7	1			50.0
7.	1	3		12*			75.0
8.			16*				100.0
9.			16*				100.0
10.		13*	1	2			81.2
11.		16*					100.0
12.	11*	2		3			68.7
13.	2	8*	1	5			50.0
14.	2	1	12*	1			75.0
15.	(14 correct, 1 wrong, 1 no response						87.5
16.	(14 correct, 1 wrong, 1 no response						87.5
17.	(3 correct, 12 wrong, 1 no response						18.7
18.	1	15*					93.7
19.		13		3*			18.7
20.	13*		3				81.2
21.		1	12*	3			75.0
22.	4		8	4*			25.0
23.	4		9*	3			56.2
24.	1			15*			93.7
25.		6*	2	8			37.5

Table 3 (Continued) - Item Analysis of Pretest

	Response						
Question	a	b	c	d	e	No Response	Easiness %
26.	1	5	10*				62.5
27.	11*	1	2	2			68.7
28.		1	10*	5			62.5
29		15*		1			93.7
30.	5*	4	2	5			31.2
31.	2	7*	1	5			43.7
32.		1	1*	13		1	6.2
33.		2*	2	12			12.5
34.	3	6	5	2*			12.5
35.		8	5*	2		2	31.2
36.	*	3	3	6	3	1	0
37.		3		12*		1	75.0
38.	8	4*	2	1		1	25.0
39.	8	1	6*			1	37.5
40.	4	8*	2			2	50.0
41.	1	1	6	7*		1	43.7
42.			9*	1		6	56.2
43.		10*	2			4	62.5
44.	1	6*		3		6	37.5
45.			8*	1		7	50.0
46.		6*	2			8	37.5
47.	1	2		5*		8	31.2
48.	3*	5			1	7	18.7
49.	1	8*				7	50.0
50.	4	5*				7	31.2

*Indicates correct answer

Table 4 - Item Analysis of Posttest

Question	Response a	b	c	d	e	No Response	Easiness %
1.		16*					100.0
2.	14*	1		1			87.5
3.		1		15*			93.7
4.			16*				100.0
5.		16*					100.0
6.	16*						100.0
7.	1	1		14*			87.5
8.			15*	1			93.7
9.			14*	2			87.5
10.		16*					100.0
11.		16*					100.0
12.	13*	3					81.2
13.		15*	1				93.7
14.	2	1	12*	1			75.0
15.	(16 correct, 0 wrong)						100.0
16.	(16 correct, 0 wrong)						100.0
17.	(14 correct, 2 wrong)						87.5
18.	1	15*					93.7
19.	1	1		14*			87.5
20.	14*		2				87.5
21.		1	15*				93.7
22.				16*			100.0
23.		1	14*	1			87.5
24.	1	1		14*			87.5
25.		3*		13			23.07

Table 4 - (Continued) Item Analysis of Posttest

Question	Response					No Response	Easiness %
	a	b	c	d	e		
26.	6	1	9*				56.2
27.	13*		2	1			81.2
28.	1		14*	1			87.5
29.		16*					100.0
30.	7*	1		8			43.7
31.		15*	1				93.7
32.		2	14*				87.5
33.		10*	2	4			62.5
34.		2	1	13*			81.2
35.		2	14*				87.5
36.	11*	1	1	3			68.7
37.				16*			100.0
38.	3	13*					81.2
39.	3		13*				81.2
40.	1	14*	1				87.5
41.	1		1	14*			87.5
42.		1	14*	1			87.5
43.	1	15*					93.7
44.	1	12*		3			75.0
45.			15*	1			93.7
46.	2	14*					87.5
47.	1	1	1	12*	1		75.0
48.	13*	2			1		81.2
49.		15*		1			93.7
50.	4	12*					75.0

Table 5 - Pretest and Posttest Results Used to Calculate *t* Value

Mean Score Pretest M	Mean Score Posttest M	Sum of the Population Distribution of Differences D	D	Degrees of Freedom (N-1)	Calculated Value of *t*
26.687	43.375	-219	3501	15	9.453a

"a" significant well beyond .05 level of probability

Final Evaluation

The final evaluation instrument was designed to measure the participants' beliefs about the Company Officers' Orientation Program. Specifically, the instrument sought their opinions to (1) determine the success of the program, and (2) identify aspects which needed improvement. It was divided into five sections: (1) course content, (2) instructors, (3) course organization, (4) open-ended comments, and (5) overall course rating. A copy of this instrument is contained in Appendix K.

Course Content

The "course content" section included 30 value statements that reflected the course objectives. Participants rated each statement on a 1 to 7 scale in terms of their knowledge or awareness before and after the course. The scale included the following descriptors: 1, "little to no knowledge or awareness"; 3, "some knowledge or awareness"; 5, "good knowledge or awareness"; and 7, "excellent knowledge or awareness". The Training staff established 5 (range of 4.50 to 5.49) as the minimal level for the achievement of each objective.

As Table 6 indicates, when using group mean scores, all but two objectives were achieved: statement 10, "explain the communication process model," and statement 24, "describe LBFD's disaster plan." Important growth was noted in objectives 10 and 24. The group as a whole

Table 6 - Comparison of Perceived Competencies Before and After the Orientation Program

Objectives	Responses							N	X
	Little Knowledge (1)	(2)	Some Knowledge (3)	(4)	Good Knowledge (5)	(6)	Excellent Knowledge (7)		
1. Duties & Responsibilities									
Before			5	6	3	2		16	4.125
*After					9	6	1		5.500
2. Record Objective Data									
Before	1	1	4	6	4			16	3.687
*After				1	11	4			5.187
3. Analyze Objective Data									
Before	1		6	4	5			16	3.750
*After			1	1	8	6			5.187
4. "Investment in Excellence"									
Before	6	3	2		3	1	1	16	2.875
*After			1	4	6	3	2		5.062
5. Sexual Harassment									
Before	1	3	3	7	2			16	3.375
*After					4	10	2		5.875

Table 6 - Comparison of Perceived Competencies Before and After the Orientation Program (Continued)

Objectives	Responses Little Knowledge (1)	(2)	Some Knowledge (3)	(4)	Good Knowledge (5)	(6)	Excellent Knowledge (7)	N	X
6. IAFF									
Before	3		8	4		1		16	3.062
*After			2	3	7	3	1		4.875
7. EEO & Affirmative Action									
Before	1	1	6	5	2	1		16	3.562
*After			1	3	6	5	1		5.875
8. "Supervisor's Guide"									
Before	1	2	6	6	1			16	3.250
*After			1	3	6	5	1		5.125
9. LBFD Reports									
Before			4	6	4	2		16	4.250
*After					6	9	1		5.687
10. Communication Process									
Before	3	6	3	2	2			16	2.625
After		3	1	3	4	5			4.437
11. Alarm Office Operations									
Before		1	5	3	5	1	1	16	4.187
*After				3	5	6	2		5.437

Table 6 - Comparison of Perceived Competencies Before and After the Orientation Program (Continued)

Objectives	Responses							N	X
	Little Knowledge (1)	(2)	Some Knowledge (3)	(4)	Good Knowledge (5)	(6)	Excellent Knowledge (7)		
12. Engine Company Operations									
*Before				5	6	5		16	5.000
*After					5	8	3		5.875
13. Strategies & Tactics									
*Before				6	7	3		16	4.812
*After				1	6	9			5.500
14. Truck Company Operations									
*Before			1	5	6	4		16	4.812
*After				2	4	10			5.500
15. Airport Operations									
Before		2	4	6	3	1		16	3.812
*After				1	11	3	1		5.250
16. Fire Prevention Bureau									
Before		2	5	6	2	1		16	3.687
*After				4	7	5			5.062
17. Fire Protection Systems									
Before		2	2	8	3	1		16	3.937
*After		1		2	9	2	2		5.062

Table 6 - Comparison of Perceived Competencies Before and After the Orientation Program (Continued)

Objectives	Responses Little Knowledge (1)	(2)	Some Knowledge (3)	(4)	Good Knowledge (5)	(6)	Excellent Knowledge (7)	N	X
18. Fire Investigation									
Before			6	4	6			16	4.000
*After				2	8	6			5.250
19. ATF Investigation									
Before	2	4	7	1	2			16	2.812
*After				2	11	2	1		5.125
20. Types of Construction									
Before		2	6	3	4	1		16	3.750
*After				2	6	7	1		5.437
21. Building Mateials									
Before		2	5	4	4	1		16	3.812
*After				5	4	6	1		5.187
22. Ventilation									
Before			2	6	8			16	4.375
*After				2	7	7			5.312
23. Port of Long Beach									
Before		3	3	4	6			16	3.812
*After			1	2	9	4			5.000

Table 6 - Comparison of Perceived Competencies Before and After the Orientation Program (Continued)

Objectives	Responses Little Knowledge (1)	(2)	Some Knowledge (3)	(4)	Good Knowledge (5)	(6)	Excellent Knowledge (7)	N	X
24. Disaster Plan									
Before	2	6	4	2	2			16	2.750
After	1		4	4	7				3.937
25. Incident Command System									
*Before		1		6	8	1		16	4.500
*After				2	11	3			5.062
26. HAZ MAT Training									
Before	5	4	3	3		1		16	2.500
*After				8	2	6			5.125
27. LA CO.FD Haz Mat Team									
Before	2	3	4	5	2			16	3.125
*After			1	4	8	3			4.562
28. California Highway Patrol									
Before	2	1	2	7	4			16	3.625
*After			1	3	5	6	1		5.187
29. Multiple Casualty Incidents									
*Before		1	3	4	3	3	2	16	4.625
*After			1	3	3	7	2		5.375

Table 6 - Comparison of Perceived Competencies Before and After the Orientation Program (Continued)

Objectives	Responses Little Knowledge (1)	(2)	Some Knowledge (3)	(4)	Good Knowledge (5)	(6)	Excellent Knowledge (7)	N	X
30. Assess Interrelationships									
Before	1			9	6			16	4.125
*After					6	10			5.625

* Indicates belief that objectives have been achieved.

indicated that it had met five objectives (statements 12, 13, 14, 25, and 29) before the course began. It is important to note that these objectives are related to competencies typically studied indepth by candidates preparing for the test to qualify for fire captain. However, the group rated improvement by at least one point in each of three objectives (statements 12, 13, and 14).

Instructors

In the "instructors" section the participants rated the course instructors or team of instructors in four elements: (1) subject knowledge (SK), (2) organization and presentation (O&P), (3) meeting objectives (O), and (4) professional role model (RM). The participants rated on a five point scale: 1, "poor"; 2, "slightly poor"; 3, "adequate"; 4, "good"; and 5, "excellent."

The participants as a whole rated two instructors/ instructional teams (P and K) "excellent" (minimum 4.500 mean) in all four elements. Ten instructors/instructional teams (A, C, E, F, H, I, L, M, N, and O) were rated "good" (3.500 to 4.499 mean) in their lowest element, and three were rated "adequate" (2.500 to 3.499 mean) in their lowest element. One instructor/instructional team (D) received a "slightly poor" (1.500 to 2.499 mean) in the "role model" element. The other three subcategories were rated either "adequate" or "good." Table 7 provides a detailed breakdown of the data related to this analysis.

Table 7 - Rating of Instructors

Instructor or Instructional Team	Rating Poor (1)	Slightly Poor (2)	Adequate (3)	Good (4)	Excellent (5)	N	$\bar{X}$
A							
SK				2	14	16	4.875
O&P			1	4	11	16	4.625
O		1	1	4	10	16	4.437
RM				4	12	16	4.750
B							
SK			2	9	5	16	4.187
O&P		1	12	2	1	16	3.187
O		2	7	6	1	16	3.375
RM			7	5	4	16	3.812
C							
SK		1		3	12	16	4.625
O&P		1	1	8	6	16	4.187
O		1	2	8	5	16	4.062
RM		1	2	7	6	16	4.125
D							
SK	1	1	2	7	5	16	3.875
O&P	2	4	5	3	2	16	2.937
O	3	1	7	4	1	16	2.937
RM	5	6	3	2		16	2.125
E							
SK			2	4	10	16	4.500
O&P		1	1	6	8	16	4.310
O		1	2	6	7	16	4.187
RM		2	2	5	7	16	4.062
F							
SK			1	5	10	16	4.562
O&P		1	1	10	4	16	4.062
O			2	8	6	16	4.250
RM			4	8	4	16	4.000

Table 7 - Rating of Instructors (Continued)

Instructor or Instructional Team	Rating					N	$\bar{X}$
	Poor (1)	Slightly Poor (2)	Adequate (3)	Good (4)	Excellent (5)		
G							
SK			2	5	9	16	4.437
O&P		1	10	3	2	16	3.375
O		1	7	6	2	16	3.562
RM	1	2	9	4		16	3.000
H							
SK				1	15	16	4.937
O&P				5	11	16	4.687
O			1	7	8	16	4.437
RM				11	5	16	4.000
I							
SK			2	5	9	16	4.437
O&P			3	6	7	16	4.250
O			3	6	7	16	4.250
RM			1	7	8	16	4.437
J							
SK		1		1	13	16	4.733
O&P		1	3	6	5	15	3.733
O		1	4	5	5	15	3.687
RM		1	6	4	3	14	3.187
K							
SK				1	15	16	4.937
O&P				2	14	16	4.875
O				5	11	16	4.687
RM			1	6	9	16	4.687
L							
SK		1	2	7	6	16	4.125
O&P		1	3	7	5	16	4.000
O		1	3	7	5	16	4.000
RM		1	5	6	4	16	3.812

Table 7 - Rating of Instructors (Continued)

Instructor or Instructional Team	Rating					N	$\bar{X}$
	Poor (1)	Slightly Poor (2)	Adequate (3)	Good (4)	Excellent (5)		
M							
SK				2	14	16	4.875
O&P		1	3	6	6	16	4.062
O		1	1	8	6	16	4.187
RM			2	7	7	16	4.312
N							
SK			2	4	10	16	4.500
O&P		2	3	7	4	16	3.812
O	1	1	4	5	5	16	3.500
RM			1	5	10	16	4.312
O							
SK				8	8	16	4.500
O&P			2	7	7	16	4.312
O			2	7	6	15	4.266
RM		1	3	4	8	16	4.187
P							
SK				5	11	16	4.687
O&P				5	11	16	4.687
O				7	9	16	4.562
RM			2	2	12	16	4.625

Course Organization

The participants rated seven statements about the course organization on a 1 to 4 value scale (1, "strongly disagree"; 2, "disagree"; 3, "agree"; and 4, "strongly agree"). In general, they rated each statement within the range of at least an agreement (2.50 to 3.49) or higher. See Table 8.

In rating the first statement, 100% of the participants either "agreed" or "strongly agreed" that Chief Souders clearly stated the value the Department placed on the Company Officer Orientation course. A mean of 3.687 suggested that as a group, the participants tended to "strongly agree" with the statement.

The second statement read: "Chief Rupe and the Training Staff adequately stressed the orientation and general awareness nature of this course." Fifty percent (50%) responded "agree" and 50% responded "strongly agree." Once again the group as a whole tended to "strongly agree" with the statement, i.e., a mean of 3.500.

In the third statement ("The course was organized and ran smoothly."), the group as a whole "agreed" with the statement, as indicated by a 3.187 mean. It is important to note that 13 participants or approximately 81% "agreed" or "strongly agreed" with the statement.

Statement 4 dealt with the amount of time required to cover the course material. Participants' comments indicated that some topics could be eliminated, thus

Table 8 - Rating of Course Organization

Item		Rating Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	N	$\bar{X}$
1.	Value stated by Chief Souders.			5	11	16	3.687
2.	Nature of course stressed.			8	8	16	3.500
3.	Course organized.		3	7	6	16	3.187
4.	80 hour course.		5	8	3	16	2.875
5.	10 consecutive days.	1	5	5	5	16	2.875
6.	Effective use of LBFD personnel.	1	1	9	5	16	3.125
7.	Effective use of outside agencies.			4	11	15	3.733

reducing the time allotted for the course. Generally, they recommended eliminating topics which they studied in-depth in preparation for the captains' qualification examination. However, a few commented that more time should be provided to cover certain topics in greater depth. In analyzing the data, the training staff noted that 5, or approximately 31%, of the participants disagreed with the 80 hour format. A 2.875 mean, while near the lower limit of "agreement" with the statement, does suggest a need to investigate the 80 hour time period.

Statement 5 ("The eight hour, 10 consecutive days format is an effective delivery system.") received much the same response as statement 4. Six participants, or approximately 37%, "disagreed" or "strongly disagreed" with the statement. By the end of the fourth day of instruction several participants had noted that while they were learning a great deal, the "days were getting long." A mean of 2.875 indicated a need to investigate the delivery system format to determine if an alternative method might be more appropriate.

The sixth statement read: "Department personnel, especially Chief Officers, were effectively used in the presentation of the program." Greater than 87%, or 14, of the participants "agreed" or "strongly agreed" that Department personnel were effectively used as instructional resources.

Finally, in statement 7 the participants rated the use of outside agencies (e.g., Los Angeles County Fire Department's HAZ MAT 105 and the California Highway Patrol) in the presentation of selected portions of the program. All participants "agreed" or "strongly agreed" with the statement. A mean of 3.733 indicated that the group as a whole "strongly agreed" that the outside resources were effectively used. It is important to note, however, that in the daily evaluations some participants suggested including more City of Long Beach agencies (e.g., Police, Public Service and Marine Departments) to improve interagency communications.

Open-Ended Comments

Participants provided open-ended comments on the strengths and weaknesses of the Company Officer Orientation Program. Their comments are presented in Appendix L.

In general, the participants believed the program was valuable in terms of content, team spirit (both instructors and participants), and instructional delivery. They also noted that certain aspects of the program could be improved. These aspects included the organization of the notebook (i.e., selected readings), lack of professional polish by some presenters, understanding of the value of certain activities (e.g., certain assessment center-type exercises), and the delivery mode (i.e., eight hours and 10 consecutive days). The open-ended comments were consistent with the daily evaluations.

Overall Course Rating

The "overall course rating" section provided data for two concerns. In the first statement the participants rated the total course on a 1 ("poor") to 5 ("excellent") scale. All of the participants rated the course "good" to "excellent," with a mean of 4.312 (Table 9).

The second statement asked the participants to indicate whether they would recommend the program to other LBFD captains or those seeking to be captain. All 16 responded "yes."

Table 9 - Overall Course Rating

Rating						
Poor (1)	Slightly Poor (2)	Adequate (3)	Good (4)	Excellent (5)	N	$\bar{X}$
			11	5	16	4.312

Section 5

Summary, Conclusions, and Recommendations

The purpose of this section is to summarize the study and present the conclusions and recommendations growing out of the data. The summary includes a restatement of the objective and an overview of Section 2 through 4. Next, conclusions are presented in response to the research questions. Finally, recommendations are presented for program development and communications with other organizations.

Summary

The objective of this study was to evaluate the effectiveness of the Long Beach Fire Department Company Officer Orientation Program conducted between September 14 and 25, 1987. Specifically, answers were sought to the following research questions:

1. What was the background that led to the development of the Company Officer Orientation Program?
2. What were the goals, objectives, and content of the Company Officer Orientation Program?
3. How was the course operated?
4. Were the goals and objectives met, and was the program delivery effective and appropriate?

Section 2 was a description of the background that led to the development of the Long Beach Fire Department's

Company Officer Orientation Program. It included a detailed description of the needs assessment, the development of the curriculum, and the participant selection process and class scheduling. Thorough planning was fundamental in this project. This planning included the development of a position paper for the Training Division, systematic efforts to obtain input from a cross-section of the Department's personnel, and the assignment of adequate human resource development personnel to accomplish the project's objectives.

Section 3 was an explanation of the program. This explanation included an emphasis on quality assurance through daily staff preparation meetings, daily tests based on the previous day's lectures, daily debriefing meetings, and daily evaluations. Throughout the program the Training staff and the executive administration stressed the critical importance of professional integrity and responsibility.

Section 4 provided a presentation and analysis of data used to determine (1) if the program's goals and objectives were met, and (2) if the program's delivery was effective and appropriate. These data were obtained from the daily tests, a pretest/posttest, and a final evaluation instrument. The final evaluation instrument was divided into five sections: (1) course content, (2) instructors, (3) course organization, (4) open-ended comments, and (5) overall course rating. In general, the program's goals and objectives were met. The delivery appeared to be reasonably effective; however, the 10 consecutive, eight hour days format warrants investigation.

Conclusions

This study generated certain findings and conclusions. These conclusions are presented following a restatement of the appropriate research questions.

1. What was the background that led to the development of the Company Officer Orientation Program?

The success of the LBFD Company Officer Orientation Program was due in great part to the systematic research and preparation that preceded the offering of the program. The background research included a needs assessment that led to a comprehensive plan stated in a position paper. Officer training was an important aspect of this paper.

In preparing the course the Training staff stressed the competency-based needs of captains in the Long Beach Fire Department over a generic-type officer training program. Officer professional integrity and responsibility were integral considerations in the program planning.

The Training staff, consistent with the Training Division's Position Paper, diligently sought the support and commitment of the Department's chief officers. All four of the deputy chiefs and eight of the battalion chiefs took instructional lead roles. Their enthusiastic participation contributed in large measure to the program's success.

Recognizing the importance of the Officer Training Program, Chief Souders committed the resources needed to conduct it effectively. The resources included a full-time captain and the financial support to provide shift replacements for 10 participants. (The other six participants provided their own shift replacements.) A human resource development specialist on a university sabbatical leave served as a voluntary resource.

2. What were the goals, objectives, and content of the Company Officer orientation Program?

Battalion Chief Rupe, in his April 1, 1987 memorandum to Chief Souders, described the goal as follows: "The goal of this program is to prepare newly appointed Company Officers for their duties and responsibilities so they may manage more professionally." This goal was delineated into observable objectives based on an analysis of the LBFD captain's duties and responsibilities. These objectives are presented in the course lesson plans (Appendix H) and in the final evaluation instrument under the "course content" section (Appendix K).

The course content provided a judicious balance of management-leadership units (e.g., the nature of leadership, "Investment in Excellence," personnel management, employer-employee relations), technical instruction (e.g., records and reports, fire strategy and tactics, airport operations, fire prevention), and practical exercises (e.g., personnel counseling, leaderless group problems, and fire simulator problems). A more specific enumeration of the content is presented in Appendix G.

3. How was the course operated?

Quality assurance and the broadest base of Departmental involvement were fundamental to the operation of the Company Officer Orientation Program. During the 10 days of the program's operation, formative evaluation was essential. In this effort the Training staff systematically planned and effectively used four formative strategies: (1) daily staff preparation meetings, (2) daily tests based on the previous day's class, (3) debriefing meetings at the end of each day, and (4) daily evaluations. These strategies provided important data for the Training staff and instructors to use in appropriately "fine tuning" the course throughout the 10 days.

The atmosphere of quality assurance was further enhanced by the obvious commitment of the Department's executive management staff. Each deputy chief and the Director of Training stressed the importance of professional responsibility as the underpinning of management. Chief Souders reinforced this point in his opening and closing presentations. The participants positively noted the sincere interest demonstrated by the Department's executives.

4. Were the goals and objectives met, and was the program delivery effective and appropriate?

The daily tests, pretest/posttest, and final evaluation provided abundant evidence that the goals and objectives were met. This high level of success was due to several factors, including careful staff planning, strong executive management support, commitment by chief officers to take instructional lead roles, a relevant curriculum, systematic use of formative evaluation strategies, and motivated participants. It is important to note that the participants' motivation was due in great part because they were either on the current captains' promotion list or anticipating taking the next promotional examination.

The participants' overwhelmingly supported the program's quality and the vast majority of the content; however, some expressed concern about the value of the leaderless group exercises and the need for more depth in certain topics. This concern is discussed in the recommendations.

In general the program delivery was effective. The instructors, for the most part, demonstrated good subject knowledge, were organized, met the lesson objectives, and were good role models. In a few instances the lectures lacked professional delivery.

Finally, concern was expressed by some of the participants and noted in the final evaluation that the eight hour 10 consecutive days format did not seem to be the most appropriate delivery system. In general, it was at least adequate in the absence of an alternative system.

Recommendations

In the course of this study, it became apparent that certain aspects of the Company Officer Orientation Program warranted modification. In addition, it should be considered for adoption by other agencies. Thus, the following recommendations are presented:

1. The Company Officer Orientation Program should be revised to incorporate, where appropriate, the suggestions of the first participants and the program's Training staff. An ad hoc advisory committee should be established to guide the Training Director in this effort. The advisory committee should include a cross-sectioned representation of the Department along with selected graduates of the first course. One of the committee's main tasks should be to weigh the merits of the 80 hour, 10 consecutive day format, the value of the leaderless group exercises, the quality control on each presentation, and the need for greater depth in certain topics.

2. The program, in an appropriately modified form, should be offered to established captains. The modified form must be based on a recognition that some of the needs and motivations of experienced captains may be significantly different from those firefighters anticipating promotion to captain. In this regard it is suggested that the modified program be offered on a voluntary basis.

3. A similar program should be developed for

battalion chiefs; however, it must focus on the needs and motivations of an established middle manager.

4. The findings of this study should be considered as an important source when the Department's career development guide is being developed.

5. A follow-up study of graduates should be conducted at six months and one year after the program.

6. The Department should consider designating one or more officers as officer development specialists. Their main responsibility would be to maintain the curriculum, analyze the literature, attend related conferences, and interact with other agencies involved in officer career development.

7. The program should be institutionalized and offered each time a new captains' eligibility list is established.

8. The program should be presented as a model for supervisory training to other departments, e.g., Public Works, Water, Parks and Recreation, Police, in the City of Long Beach.

9. The results of this initial program should be disseminated to the fire service. This dissemination should include conference presentations and publications in journals and clearinghouses, e.g., ERIC.

APPENDICES

APPENDIX A

Training Assessment Questionnaire

MLR
07/09/86

RANK ________________

SENIORITY ________________

TRAINING ASSESSMENT QUESTIONNAIRE

1. What should "IN-SERVICE" training include (companies going to Training and Training Staff coming to Stations)?
   A. What training do we need?
   B. What training do we want?

2. What is the most desirable frequency for in-service training, either at Training Center or Training coming to you?

3. How can the Department best maintain quality control of assigned company level drills?

3A. Is this quality control important?

4. Should the Director of Training position be a visible one in the field, and why?

5. What kinds of training do you feel would be most beneficial for you at this time, i.e., technical skills training, career development, educational, etc.?

6. What kinds of past drills, training or educational sessions do you feel were most beneficial to the Department?

6A. What kinds were the least beneficial?

7. Should the Training Bureau become more involved in "Career Development and Education", i.e., career counseling, communication skills, personnel education, supervisory and management skills.

8. Should the Training Bureau make available information regarding two and four year college and university programs, State Fire Marshal's Office short courses, etc?

9. How could the Training Bureau best improve?

10. In order to provide broader, more indepth programs, should Saturdays be included in the Training Center schedule?

INSTRUCTIONS FOR QUESTIONNAIRE

1. Randomly select your people. Avoid same rank, seniority or station as much as possible. We want a true random sample.

2. Be sure to be present when they fill out the questionnaire. A considerate and unhurried effort is a necessity.

3. Avoid those people who you feel are not positive players in the Department.

4. Please have them completed and returned to Training by July 17th.

TRAINING ASSESSMENT QUESTIONNAIRE RESULTS

Question

1. What should "IN-SERVICE" training include (companies going to Training and Training Staff coming to Stations)?

Results

1. Both - 3
2. At Training only
3. Training Staff come to Station 2 times per year
4. In Station and at Target Hazards

Question

1-A. What training do we need?

Results

1. Fire Prevention
2. Ventilation Techniques
3. Haz-Mat Incidents - 5
4. Group Fire Simulator
5. Basic Skills - 7
6. EMT twice a year instead of in a lump
7. Hands on - 5
8. Night Drills
9. High Rise - 2
10. ICS
11. Hot Drills
12. Lifting, physical conditioning, stress management
13. Fire pit at Airport
14. House Fires
15. Report Writing - 2
16. Fireground Command
17. Inspection Techniques - 2
18. Management - 2
19. Technical Skills
20. Promotion oriented material
21. Firefighting Tactics - 2
22. Officer Training
23. Mass Casualty
24. Safety - 2
25. Classes dealing with: Estimating fire loss; estimating fire loads; new building construction, area evacuation, greater target hazard identification
26. Kept informed on latest changes in fire service

Question

1B. What training do we want?

Results

1. Hands on for special tools/equipment - 2
2. Two or three videos for each Chapter in TM 3.1 for in Station use
3. More lectures from outside experts
4. Skills to help us do our job more safely, professionally and effectively
5. More mandatory and voluntary training and promotional opportunities
6. Basic Skills
7. Haz-Mat Drills - 2
8. Safety and/or effectiveness
9. Kept informed on latest changes in fire service

Question

2. What is the most desirable frequency for in-service training, either at Training Center or Training coming to you?

Results

1. Monthly - 5
2. Every 2 weeks - 2
3. One hour video, hands on each month
4. As often as feasible with more in-house monitoring
5. Twice a year for proficiency, monitored more closely
6. As needed to cover new equipment/procedures, etc. - 2
7. Every 2 months
8. Monthly in-station, monitored by Training Staff, every 3 months have drill at Training
9. Present schedule is sufficient
10. 1 trip per month to Training - Daylight; 1 trip per month to Training - Night
11. Quality of drill is more important than quantity
12. Would depend on subject
13. Every other month rotating at Training and a company site
14. 2 - 3 hour sessions per man, per set of four shifts or 1 - 4 hour session
15. One day per week, target hazard, multi-company drill
16. Monthly - six drills per year on basics; six drills per year on special subjects

Question

3. How can the Department best maintain quality control of assigned company level drills?

Results

1. Solicit anonymous feedback via critique sheets
2. Maintain records how often each station is visited during drill activity
3. Observe Captains at work with crew, minimum once a year in addition to skills test
4. Create form to accompany Monthly Drill memo with space to write drill activity, location, members present, etc.
5. Chief Officers should relate more closely to training
6. Training personnel monitor each drill
7. Battalion Chiefs observe
8. Send information bulletins ahead to Company Commanders
9. Holding drills at Training, practical evaluation, pre-evaluating Engine Companies that fall short of standards
10. Battalion Chiefs attend and take interest
11. Probably can't be done - 2
12. Prepare standard lesson plans, provide whatever visual aids necessary, include performance standards to be met
13. Hold all ranks accountable - Battalion Chiefs/Captains - 2
14. Use of video equipment at station
15. Accountability through DC to BC to Captain, BC's attend drills, keep records - 2
16. Encourage Officers to make training an enjoyable experience as well as a learning one
17. Leave it to the Captains -3
18. Set minimum standards, involve Chief Officers
19. Spot check monthly drills with Training Staff observing
20. Require each company to pass a multi-disciplinary drill, at a 3 or 4 month rotation with no advance warning and such tests be graded and results reflected on personnel evaluations, etc.

Question

3A. Is this quality control important?

Results

1. Yes - 20
2. Only if proficiency is desired

Question

4. Should the Director of Training position be a visible one in the field, and why?

Results

1. Yes - 9
2. No - 2
3. Should be visible for maintaining working knowledge of overall strengths/weaknesses of Department as a whole
4. Not necessarily, but should see to quality and relate to fellow Chiefs
5. No. Should be more visible at Training during monthly drills
6. Should oversee operations, be more involved in planning and goal setting.
7. Accessibility, make better use of personnel from other Departments
8. Not necessarily, decentralized training would be more effective
9. Would depend on the person and what he does with his time in the field
10. No except at multiple alarm fires
11. On occasion
12. Periodically to ascertain training levels and needs

Question

5. What kinds of training do you feel would be most beneficial for you at this time, i.e., technical skills training, career development, educational, etc.?

Results

1. Technical Skills - 8
2. Career Development - 6
3. Assessment Center type training - 2
4. Re-emphasize skills
5. Fire Simulation - 2
6. Command System
7. All of the above - 6
8. Hands on
9. Stress management, stress relief
10. Lifting, physical conditioning
11. Conversational languages
12. Chiropractic care/acupuncture/acupressure
13. Management; staff report skills - 3
14. Prepare for promotionals - 2
15. On site exercises: High Rise; Hospitals; Harbor
16. Haz-Mat Identification
17. Supervisory training
18. Improve in-station equipment and apparatus maintenance practices
19. Auto extrication course
20. Tactics and strategy

Question

6. What kinds of past drills, training or educational sessions do you feel were most beneficial to the Department?

Results

1. Foam 6
2. Lifelines
3. Driver Training
4. Different speaker each month or two, on voluntary basis
5. River rescues
6. Firefighter getting burned - 2
7. ICA
8. Hot drills
9. Haz-Mat - 2
10. Outside experts
11. Oil field firefighting class
12. EMT - 4
13. Pesticide Challenge
14. Elevator emergencies
15. Mandatory Basic Skills review
16. New information
17. PCP lecture, 1978-Carl Scheu
18. Basic Skills
19. Safety equipment
20. On site district drills
21. Flammable liquid
22. Hazards in the field - 2
23. Hands on

Question

6A. What kinds were the least beneficial?

Results

1. Lecture only drills - 4
2. Standard hose lays - 3
3. Most of them - 2
4. Drills given to Company Commanders as subject, with no lesson plan
5. Night drills - Training Tower is unrealistic - 3
6. Generalized seminars not specifically geared to Fire Department
7. Drills on standard procedure from 3.1
8. Drills not open to interested personnel
9. When no monthly drills at held at Training
10. EMT
11. One shot broad area drills which were never reinforced

Question

7. Should the Training Bureau become more involved in "Career Development and Education", i.e., career counseling, communication skills, personnel education, supervisory and management skills.

Results

1. Yes - 17
2. Yes, hire a civilian
3. Undecided
4. Yes, foreign language classes on platoon schedule
5. Only after taking care of training needs of floor personnel
6. Not with present personnel, would need more manpower

Question

8. Should the Training Bureau make available information regarding two and four year college and university programs, State Fire Marshal's Office short courses, etc?

Results

1. Yes - 19
2. Yes, civilian could handle
3. If feasible
4. Provide counselling sessions with school
5. Optional

Question

9. How could the Training Bueau best improve?

Results

1. Keep telling us what to do and when
2. Training does a good job
3. More emphasis on taking information
4. Captains making decisions
5. Engineers, Firefighters, Paramedics more hands on
6. By keeping up with latest developments and constantly upgrading our manuals and training programs
7. Enlarge staff - 4
8. Provide training schedule with standardized lesson plans to go out to stations on monthly basis, then every few months companies report to Training for a drill
9. Make better use of video equipment - 2
10. Make Training Center more accessible, i.e.,: study groups for promotional exams
11. Decentralize training to Captains and BC's and/or set up district or platoon training officers; concentrate on new training areas, follow through to completion
12. More promotional training
13. More basics
14. Offer better selection of information for drills
15. More selective pertinent drills
16. Educate executive level to benefits of good training as compared with paper training
17. Develop inter-agency training using facilities such as Del Valle, Shell Refinery, etc.
18. Expand staff and facility
19. Make it fun
20. Develop concise, practical SOP's for incidents and train floor personnel until ingrained in minds, BC's must enforce them

Question

10. In order to provide broader, more indepth programs, should Saturdays be included in the Training Center schedule?

Results

1. No, unless voluntary
2. Yes - 2
3. No - 15
4. Definite maybe
5. Would be beneficial but not very well accepted
6. Yes if programs are truly in-depth
7. Yes - tower drills

APPENDIX B

Position Paper of the Long Beach Fire Department Training Division

LONG BEACH FIRE DEPARTMENT

BUREAU OF TRAINING

OCTOBER 29, 1986

BY:

MARVIN L. RUPE
Battalion Chief
Director of Training

Ad Hoc Training Committee Members:

Battalion Chief Warren S. Harman
Captain Carl Scheu
Captain Mike Seymour
Engineer Ed Folkmann
Firefighter/Paramedic Don Hulse
Firefighter John Jenkins

POSITION PAPER OF THE LONG BEACH FIRE DEPARTMENT
TRAINING BUREAU

ASSESSMENT OF CURRENT SITUATION

Presently the Training Facilities consist of the following:

A. One (1) main building containing 500 square feet of office space; 1225 square feet of Classroom space with a capacity of 40 people; 1800 square feet of apparatus floor and miscellaneous lobby, kitchen and storage rooms.

B. One (1) concrete, 6 story Training Tower with one (1) small, 225 square foot multi-use room and 600 square feet of ladder storage area plus a smoke room downstairs. Apparatus and other vehicles include (1) Ford station wagon, Apparatus #93, (2) suburbans, Apparatus #81 and #82, (1) spare pumper Apparatus #138.

C. Approximately two acres of concrete and earth drill yard with L.P.G. and fuel tanker props.

The Training Bureau Staff consists of one (1) Battalion Chief, Director of Training, one (1) Captain, Training Officer, one (1) Video Communications Officer (part time) and one (1) Clerk Typist III. The Staff serves approximately 400 people.

The Bureau functions on a five (5) day per week 0700 to 1630 schedule and is in operation for 245 days per year. It is closed for 120 days due to weekends and various legal holidays.

There are presently nine (9) mandated programs that must be serviced by the Bureau. They are EMT Recertification, Apparatus Diver/Pump Operator Recertification, Pump and SCBA Testing, Haz-Mat, Basic Skills, Civil Service Entrance and Promotional Testing, and Recruit Classes, Heavy Rescue Training, Fireboat Operation Certification/Recertification.. ADD TELECOMMUNICATIONS COMMITTEE, DEPT. COORDINATOR 1-9-87

These programs consume, conservatively, nine months of every year. This time commitment does not account for any non-productive time, i.e., vacations, sick leave, program loss, etc.. The unmeasured activities of facility maintenance, preparation of training schedules, ordering, receiving, storing, issuing and inventorying of safety clothing, budget preparation, probation progress testing and evaluations, report writing, special projects or outside impact on the facilities are not included, i.e., Navy Base truck training. Additionally the time spent away for personal upgrading and professional meetings and the time for researching, evaluating and developing new material is not included. Individual time allocations for these activities is difficult to accurately estimate, however, it is generally agreed that they easily consume the remaining three months of the year.

At this time there are many areas of training and education that are either lacking altogether or touched upon inadequately. A few of these are Officer Training, Health/Fitness/Nutrition, Incident Simulator, Hazardous Materials, Fire Prevention/Investigation, specialist areas as Aircraft and Fireboat, City Administrative Policies, Labor Relations, liabilities, etc.

The present office space is too crowded with files, desks, computer accessories and people to provide an environment conducive to productivity. This is especially critical during Recruit Classes and other times when additional personnel are brought in for special classes or projects. There are too few desks, no conference areas and crowded work spaces. The quality and nature of the office fixtures and furniture is indicative of random selections and poor planning with regard to existing and future office space needs. Some desks are too large, others too small. Adequate telephone and at hand work material space is missing.

The facilities'single Classroom and its size limits the number of students serviced at any one time to 40. Since most training requires at least some classroom instruction prior to application we are also limited in the ability to schedule simultaneous activities.

The existing shift schedule results in an average of less than 7 shifts per month per platoon that coincide with the 5 day per week Training Bureau schedule. The traditional training schedule essentially limits program length to 3 to 4 hours per month per man. To exceed this 3 to 4 hour time frame stretches the schedule to more than one month, i.e., EMS Recertification. It is significant to note that this 3 - 4 hour per man per month severely restricts the types and numbers of training programs that can be presented. There are many 8, 16, 36 and 40 hour programs, available from various State and Federal academies, that are essentially impossible to use under this schedule.

Historically, almost all Officer Training has been received off site, either from other agencies or self study. This creates a multiplicity of methods, values and terminology that provides for a broad spectrum of knowledge but an absence of a common base from which to work. Some Officers operate fully within the I.C.S., others partially and still others not at all. The wide range of report writing skills and styles is one more indication of this absence of a common "professional form" or base of knowledge -- compare an arson investigator's report with a typical Chief Officer's incident report of the same fire. Additionally there appears to be a diverse range of knowledges in the areas of budget, liabilities, labor laws, interpersonal skills, personal health and fitness. Some of these areas will be addressed through "outside speakers", seminars and video programs.

The above information indicates that the Training Bureau is operating at capacity. To professionally service the existing programs, exceeds the present manning and the physical site capabilities. This excess is relieved by the "pulling" from the Operations Bureau, Captains and occasional "light duty" people. Their use during Recruit Training, Civil Service testing assistance and apparatus testing is notable. It is also significant that a minimum of one month each year is spent servicing another City Department - Civil Service.

As stated above, our existing platoon and Training Bureau schedules result in six shifts per platoon per month of training opportunity. This translates into a three to four hour length of session per man. A doubling of this time from four to eight hours per man could be achieved by increasing the Training Bureau's work week from five to six days. This results in eight shifts per month per platoon of training opportunity. One "shot" full day seminars are always an available option. These however, require incentives to maximize employee participation.

The use of video equipment can greatly increase the employee audience and opportunity. One inherent shortcoming of video is the one way instruction becomes a quality reducing factor. Here as in all training, quality control or accountability factors must be in place to assure that learning is taking place. Video training promises to be an excellent opportunity to both increase this Bureau's productivity and expand our areas of service.

ASSESSMENT OF CURRENT NEEDS

In an effort to clearly and accurately identify the various training needs, an ad hoc "Training Committee" was formed. The committee members were selected on a representative basis of rank, seniority and special skills, i.e., Paramedic, Fire Prevention, etc. Additionally a questionnaire was developed, validated and administered by these committee members.

The following represents both my own and the various committee members interpretation of the data gathering questionnaire.

A. There is a strong perceived need for those skills, knowledges and abilities that would allow them to do a better job with confidence and safety. "How-to" training including the following were listed:

    1. Basic and special skills - extrication, ventilation, EMT, Haz-mat
    2. Fire simulator training
    3. Strategy and Tactics
    4. High Rise and ICS
    5. Inspection Techniques
    6. Hot Drills
    7. Evacuation technique

    Additional education and training in these following areas are desired:

    1. Management skills
    2. Report writing
    3. Promotion oriented skills

They are concerned about their preparedness to handle the "big one", i.e. earthquake or other major catastrophe incident. They want this training and education in "chunks" small enough to digest.

Realistic, "hands on" type drills are deemed to be most beneficial, i.e., Haz-Mat handling, Incident Management, Target Hazard, Pre-fire and Inspection Techniques. Lecture type, information only sessions are unacceptable.

Some of these areas require "outside" experts. In all cases, the information presented must be shown to be both job related and in some way meet their individual needs.

B. Training frequency should be weekly or more often at the Station level and semi-monthly for Battalion or Department level. Whatever the frequency of training activity, the highest priority must be to quality. Drilling just to meet the required number of hours is seen as destructive to their attitude toward training.

Some recommendations to help achieve this quality include "decentralizing" the maintenance training functions to the Battalion level using Battalion Training Officers with appropriate accountability factors in place. The development of precise standard operating procedures, and both company and individual performance standards are also a must. The Training Bureau would then become more of a "resource" to them and would remain a standard setting and holding authority. Training should then and emphasize new and specialized information and instruction. Whatever direction is selected, it is imperative that the Operations Battalion Chiefs become more involved in their battalion's training program. Without their active participation and involvement, the general opinion is that its not important. This demand is partially based upon the strong desire for accountability (keeping everybody honest), and for standardization.

C. Career development guidance and educational counselling to meet career goals is one of many areas that are presently either absent or inadequate. This area is perceived to be both very much needed and a function of the Training Bureau. Successful implementation of programs in this area would most likely require adoption of a "career path" plan and the use of outside experts from the university level.

D. This Department is experiencing growing numbers of minorities and is at the advent of including females into the Firefighter ranks. These activities seem to mandate education and trainers in the areas of Affirmative Action and Equal Employment Opportunity.

Some Conclusions and Recommendations

The existing training program is inadequate to meet the challenges and needs of the 1980's. Many areas of perceived training needs are either lacking altogether or sorely inadequate. The most probable solutions for this situation may be four fold:

1. The existing training facility is too small. Add two more classrooms, one of which should be an amphitheater, seating 80 to 100 people. Increase office space to approximately 1200 square feet, plus adequate storage room (500 square feet). Add one video studio and audio visual workroom.

2. Training staffing is inadequate to professionally manage and coordinate the identified program areas. Add three Training Officers (Engineer and Firefighter rank should be considered). A "career ladder" should be created that indicates the necessity or high desirability of these types of staff positions.

3. The establishment of a decentralized Battalion level training program with appropriate accountability and control in place is necessary.

4. Due to the present budget instrument's complexity and method of administration, it is recommended that the Training Director be a principal in its development. Only by this position's thorough understanding, can full control and accountability be expected.

Training is a means to an end, not an end in itself. There is a manifest absence of any long range plan to our training program and I feel it is essential that such a program be established. A long range plan resulting from input by all our people and based upon a needs assessment can produce a coherent and coordinated direction. Your support and a "buy-in" of our Chief Officers will demonstrate a commitment to quality programs. This positive approach can lead to a direction and a continuity of training programs that transcends the changing of Training Directors.

APPENDIX C

Description of the Goals and Activities

MEMORANDUM

date January 26, 1987

to J. L. Jones, Captain, Training Bureau

from M. L. Rupe, Battalion Chief, Director of Training

subject Officer's Training Program

Goal: To establish a curriculum and develop units of instruction that effectively promote Officer/managerial skills of our supervisors, i.e., Captains and Chief Officers.

Activities and Time Frames

1. Acquire information on existing programs.
   January through February
   Local, State, National

2. Assess these programs - analyze, select those program areas we deem needed.
   March 1st-13th.

3. Recommend proposed program and alternatives.
   March 14th-~~April~~ 1st.
   MAY

M. L. RUPE, Battalion Chief
Director of Training

MLR/pr

April 1, 1987

J. B. Souders, Chief

Training Division

Proposed Officer's Training

Per your directive, instructing the Training Division to research and develop a comprehensive Officer Training program, Training has analyzed and reviewed programs currently being conducted by other Fire agencies.

In researching what is currently being provided by other agencies, it was discovered that very few departments, at this time, are providing their members with any formal Officer Training or development.

The Training Division mirrors your concerns and feels that the development and implementation of an Officer Training Program is vitally needed for the betterment of our Department, and recommends that our Department establish the following:

- Officer Orientation Training Program

  The goal of this program is to prepare newly appointed Company Officers for their duties and responsibilities so they may manage more professionally.

- Establish a Career Development Guide

  This guide would identify minimum required training and educational standards acceptable to Long Beach Fire Department, (incorporating the State Certification program), for each level.

- Establish an In-Service Officer Training and Educational Curriculum

  More emphasis placed on in-service Officer's Training and development by the Long Beach Fire Department.

  Continued development of Officers' technical and managerial skills.

APPENDIX D

Pretest/Posttest

COMPANY OFFICER ORIENTATION COURSE

PRE-TEST

1. Because workers have a legal and moral right to an environment that is free of intimidating, offensive and hostile behaviors, the Fire Captain must be a leader who:

   a. Provides his/her subordinates with information on a need-to-know basis.
   b. Provides a visible model to superiors and subordinates.
   c. Favors outcomes that are average and traditional.
   d. Discourages self-reliance and self-management in subordinates.

2. Which of the following statements best defines proactive decision-making?

   a. Anticipating a potential situation before it happens, including the development of decision-making strategies.
   b. Waiting for a potential situation to happen, then mustering appropriate resources to manage it.
   c. Waiting for a potential situation to happen, then mustering adequate resources plus additional reserves to manage it.
   d. Selecting a team of people who probably can manage most potential situations.

3. The elements of command presence include all of the following except:

   a. Conducting a critique of the fire.
   b. Getting a size-up report.
   c. Establishing a command post.
   d. Announcing your arrival only if you determine a need.

09/87

4. You have been assigned to a station where the previous Captain "performed" many of his inspections at his desk, i.e., filled-out the paperwork but did not actually visit the site. Your new crew has indicated to you that they want things to remain the way they have been. Under this situation you should:

   a. Talk it out with the crew and come to a group consensus.
   b. Tell the crew you will only slightly increase the number of actual on-site inspections and do the rest at your desk.
   c. Sit the crew down and explain that they have an obligation to properly conduct, every inspection according to Long Beach Fire Department regulations.
   d. Recognize that as a new Captain it is important to be accepted by your subordinates.

5. Discipline should be administered:

   a. In place of corrective counseling.
   b. Proportionate to the offense.
   c. Slightly more stringent than the offense
   d. Just before the termination step.

6. As part of a disciplinary action, you have taken detailed notes. These notes should be:

   a. Summarized for the record.
   b. Destroyed.
   c. Placed in the employee's personnel file.
   d. Given to the employee.

7. A meeting for an oral reprimand is defined as "investigatory":

   a. If it is conducted in private.
   b. If it involves an employee's performance review.
   c. If a neutral party is asked to witness it.
   d. If there is potential for disciplinary action.

8. If an employee refuses to sign a formal written reprimand, the supervisor should:

   a. Contact the employee's association/union.
   b. Use peer pressure to secure the signature.
   c. So note and have a witness initial the document.
   d. Prepare a Skelly Letter for suspension.

9. The supervisor should end an oral reprimand meeting by:

   a. Slightly deflating the employee's self-esteem.
   b. Issuing stern, but specific, negative discipline.
   c. A statement of confidence in the employee's ability to correct the condition.
   d. A stern warning that the next meeting will necessitate more severe disciplinary measures.

10. Which of the following situations is not sexual harassment in the workplace?

   a. Very subtle, sexual-oriented comments made to a person of the opposite sex about his/her anatomy.
   b. An "office romance" between consenting adults conducted after work hours.
   c. Sexually explicit posters placed on locker room walls.
   d. Notes or letters of sexual content or proposition between consenting adults.

11. In order to increase the career opportunities of under represented populations, Affirmative Action dictates that employers:

   a. Place job standards slightly below the minimum requirements.
   b. Establish employment goals and time tables.
   c. Hire less than qualified minorities and women.
   d. Should not base hiring on a job-related analysis.

12. Encoding is to understanding the customer as decoding is to:

    a. Understanding the message.
    b. Receiving the message.
    c. Sending the message.
    d. Recalling a message.

13. Which one of the following statements is the most objective description of behavior?

    a. Captain Smith provided dynamic leadership throughout the meeting.
    b. Chief Bagle asked each member of the planning team to prepare at least one program objective.
    c. Chief Lane is generally considered the best fire ground commander in the department.
    d. Captain Herman's careless attitude has resulted in a less than acceptable crew performance.

14. Which of the following is not a strong statement of administrative control?

    a. "Please contact me by no later than Friday, January 13."
    b. "I will call your secretary the first of next week to set-up an appointment to discuss the report with you."
    c. "When it is convenient, please give me a call to set-up a meeting."
    d. "Call me by next Friday if you believe we should develop additional recommendations for the report."

15. You are the Captain on a truck ~~crew~~ 7; you have been dispatched to 2742 Elm Avenue for a person trapped in an elevator. After arriving and investigating the incident, you discover that no one is trapped in the elevator, however, the elevator is stuck between floors and there are several elderly tenants who are unable to get to the ground floor and go about their normal daily routine. You contact the manager who informs you that the circuit breaker might be the cause of the problem. You locate the electrical panel and reset the circuit breaker. The elevator immediately becomes operable. What type of incident report is required?

16. You are the Captain on Engine 11. You have been dispatched to Walnut and 56th Street, for a reported vehicle accident with injuries. Upon arriving at the scene you find that two cars have collided, however, there are no injuries to the occupants of the vehicles. What incident type would this be? ________

17. You are the Captain on Engine18. You have been dispatched to a reported structure fire at 4242 Gondar Avenue. Upon arriving at the scene you discover a trash dumpster fully involved in fire. The dumpster was sitting on the property line and the fire has propagated to the shake roof of the garage at 4244 Gondar, causing a significant amount of damage. How many reports are required?

18. The letters CAD stand for:

    a. Communications And Dispatching.
    b. Computer Aided Dispatch.
    c. Common Ass Dispatcher
    d. Command And Direct

19. According to Captain Gupton, the Long Beach Fire Department Alarm Office is best described as:

    a. PSAP.
    b. Communications Center.
    c. Central Office.
    d. Resource Center.

20. The letters MST stand for:

    a. Mobile Status Terminal.
    b. Mississippi State Tech.
    c. Message Status Taker.
    d. Mobile Standing Terminal.

21. The Alarm Office dispatches approximately _____ emergency responses each year with about _____ being medical in nature.

    a. 32,000; 50%
    b. 42,000; 62%
    c. 32,000; 75%
    d. 42,000; 88%

22. If a dispatcher activates the "wheel" he/she will first call:

    a. Chief Souders
    b. Shell Oil Company
    c. Alarm Office Captain
    d. Arco 4 Corners Oil Company

23. Problems with dispatch personnel and/or "bad runs" may best be directed to _____ via _____.

    a. Alarm Office Captain; Memorandum
    b. Dispatch Supervisor; Memorandum
    c. Alarm Office Captain; Run Review Request
    d. Dispatch Supervisor; Run Review Request

24. The "negative corpus delicti" is a method used by investigators to establish the incendiary origin of a fire. It can best be described by which of the following:

    a. The proof of multiple points of origin separate and distinct.
    b. The act of preparation to set a fire by the suspect.
    c. The use of "accelerants" flammable liquids to start or spread a fire.
    d. The absence of all accidental or natural causes for the fire.

25. When do you as an officer in charge have the legal right to detain a possible suspect at the fire scene until the in-coming arson investigator arrives?

    a. When a person looks suspicious.
    b. When an eyewitness points out a suspect.
    c. If you have seen the subject at numerous fires in the past.
    d. All of the above.

26. Legally, every fire is:

    a. Presumed to be arson until lack of proof of the same leads to the reasonable belief of accidental burning.
    b. Placed in the classification as "undecided" until proof arises which leads to proof for or against one cause or another.
    c. Presumed to be accidental or natural in nature until evidence shows otherwise.
    d. Placed in the fire report as any given cause, until the presumed cause is assigned to the fire.

27. The "chain of evidence" specifically refers to the:

    a. Documentation of the custody of a piece of evidence.
    b. History of the item of evidence from its original manufacture or construction.
    c. Chain of ownership of a piece of evidence.
    d. List of component parts of a specific piece of evidence.

28. Which U.S. Supreme Court decision affects you as a Fire Captain at the fire scene in regards to questioning a possible suspect?

    a. U.S. versus Ramey
    b. U.S. versus Gladys R.
    c. U.S. versus Miranda
    d. U.S. versus Tyler

29. The initials PIV stand for:

    a. Pressure Impacted Valve (i.e. Zern Valve).
    b. Post Indicator Valve
    c. Piping In Vestibule
    d. "Pressure In Volume", optimum performance ratio for standpipe system pumps in parallel configuration, i.e., 0.75/0.60 PIV.

30. A combined standpipe system is:

   a. A water piping system directly connected to a water supply and equipped as required for Class I and Class II standpipe systems.
   b. A water piping system directly connected to a water supply and has 1-1/2 inch outlet connections each equipped with 1-1/2 inch fire hose and nozzle for use by the building occupants.
   c. A water piping system directly connected to a water supply and designed as required for both sprinkler standpipe and Class II standpipe systems.
   d. A water piping system directly connected to a water supply and designed as required for both sprinkler standpipe and Class III standpipe systems.

31. The required water supply for a Class III standpipe system with ten risers is:

   a. 1250 gpm
   b. 2500 gpm
   c. 2750 gpm
   d. 5000 gpm

32. Temporary standpipes may be provided in place of permanent systems if they are designed to furnish _____ gpm at _____ psi with a standpipe riser not less than _____ inches in diameter.

   a. 50, 50, 2
   b. 65, 100, 2
   c. 75, 50, 4
   d. 100, 65, 4

33. An approved automatic fire alarm system shall be installed in:

   a. All dwelling (R-3) units.
   b. All apartment houses three or more stories in height or containing more than 15 apartments.
   c. All hotels, motels and lodging occupancies.
   d. All of the above.

34. The number of hose stations for a _____ standpipe system in each building and in each section of a building divided by fire walls, shall be such that all portions of each story are within 30 feet of a nozzle attached to not more than 100 feet of hose.

a. Class I and III
b. Class II
c. Class III
d. Class I, II and III

35. The maximum recommended area of coverage for a wet pipe sprinkler system is:

a. 3,000 sq. ft.
b. 12,000 sq. ft.
c. 52,000 sq. ft.
d. 72,000 sq. ft.

36. According to the National Fire Protection Association Committee on Detection Devices, which of the following is not considered an element of fire protection?

a. Fire detection equipment.
b. "Junior" sprinkler systems.
c. Suction tanks for fire pumps.
d. Check valves.
e. None of the above.

37. The Uniform Building Code, Section 3301 (b) defines an exit as, "a continuous and unobstructed means of egress to a/an _____.

a. Exit court.
b. Exit passageway.
c. Public Street.
d. Public way.

38. According to the 1985 UBC, Section 3303 (b), the total width of exits from a room or building, in feet, shall be not less than the total occupant load served, divided by _____.

a. 22
b. 50
c. 25
d. 65

39. It is recommended that where life safety is dependent upon sprinklers, the building should be _____ if the sprinkler protection is impaired because anything less may leave the municipality open to staggering liability judgements.

    a. Guarded by a "firewatch."
    b. Placed on the target hazard list.
    c. Evacuated.
    d. Reported to the insurance company.

40. If only two exits are required, they shall be placed at a distance apart equal to not less than _____ of the length of the maximum overall diagonal dimension of the building or area served measured in a straight line between exits.

    a. 1/3
    b. 1/2
    c. 2/3
    d. None of the above.

41. Vehicles must be placarded when they are transporting any amount of:

    a. Flammable liquids.
    b. Organic peroxide.
    c. Oxidizers.
    d. Water-reactive flammable solids.

42. A hazard created by gases is caused by the fact they:

    a. Cannot be dissipated in air.
    b. Are corrosive when stored in the combined state.
    c. Expand when heated.
    d. Increase in volume when pressurized.

43. What characteristic is commonly associated with corrosive materials?

    a. Releases energy when mixed with another corrosive.
    b. Destructive to human flesh.
    c. Highly flammable when heated.
    d. Contains an extra hydrogen molecule.

44. A hazard common to oxidizing materials is that they:

    a. Restrict the oxygen supply.
    b. Decompose at elevated temperature.
    c. Become reactive when stored above 72 degrees F.
    d. Cannot be extinguished with water.

45. The term "per" most commonly means:

    a. A material contains peroxide.
    b. The material is stable.
    c. The element is in its highest oxidation state.
    d. The material is reactive.

46. Because of modern building materials, today's fires can develop into a flashover within _____.

    a. 30 - 45 seconds.
    b. Two minutes.
    c. 5.5 minutes.
    d. Fifteen minutes.
    e. None of the above.

47. _____ have been involved in fires causing fatalities to Firefighters or massive fires in Baltimore, Philadelphia, Minneapolis, Detroit, Indianapolis, Montreal and Lynn, Massachusetts.

    a. Conveyors.
    b. Open-framing stage construction sites.
    c. "Thrift Store" retail outlets.
    d. Vacant buildings.
    e. None of the above.

48. Because of modern construction techniques such as curtain wall construction and compartmentation, it is easier to isolate a space effectively in modern construction than it was in pre-World War II type construction.

    a. The above statement is false.
    b. The above statement is true.
    c. The above statement applies only to B occupancies.
    d. The above statement applies only to R-1 occupancies.
    e. The above statement applies only to Type I & II construction.

49. The intensity of stress in a steel structural member influences the load carrying capacity, therefore, the _____ the load stress the _____ a member will fail to collapse point at elevated temperatures.

  a. Higher, slower.
  b. Higher, quicker.
  c. Lower, faster.
  d. More stable, more rapid.

50. A temperature of _____ is normally considered to be the critical temperature at which the yield stress in steel has decreased to 60 percent of the value at room temperature.

  a. 900 F - (482 C)
  b. 1100 F - (593 C)
  c. 1300 F - (704 C)
  d. 1550 F - (843 C)
  e. None of the above.

APPENDIX E

Daily Tests

COMPANY OFFICER ORIENTATION PROGRAM

Test #1

Name ______________________________________

1. Briefly summarize what the duties and responsibilities of a Company Commander are as described by Chief Harman.

2. In his article, Chief Rupe stated: "The fire house environment doesn't 'just occur or exist', it was created." Briefly describe what he means by this statement. (10 points)

3. Select one leadership dimension identified by John H. Senger and discuss it in terms of your role as a Captain. (10 points)

COMPANY OFFICER ORIENTATION PROGRAM

Test #2

Name ____

1. Describe the relationship and differences between equal employment opportunity and affirmative action. (10 points)

QUIZ #3

From reading assignment, Command Sequence, Size-up, Action Plan:

1. Define the "Wet Stuff" - "Red Stuff" syndrome.
   Page III-3

2. According to your readings, what is the "Truth #1"?
   Page III-4

COMPANY OFFICER ORIENTATION COURSE

Test #3

Name ______________________________

1. Describe the Company Officer's responsibility in terms of the continuum (herd effect to acquiescence) explained by Chief Rupe. (10 points)

QUIZ #4

1. Explain the reasons for the difference between the Incident Priorities sequence of consideration and their sequence of implementation.

2. What are the "critical factors" in a structure fire?

3. What is the "logical sequence" of information that is evaluated and included in the first arriving Officer's size-up report?

4. According to Chief Santavicca's lecture, describe your first priority in defensive attack.

5. Describe the 3 types of bulk fuel storage tanks discussed during Chief Santavicca's lectures.

6. Describe the 3 types of foam presently used by the Long Beach Fire Department.

TEST #5

Name ____

1. Describe briefly, four ventilation methods explained by Chief Olson. (10 points)

2. Assume that you have been permanently assigned to a Long Beach Airport perimeter station, (e.g., new 23's, 19's, [illegible], ~~12~~'s, 12's) and you have only minimal knowledge of the airport. Briefly describe what you would do to become prepared to support fire and rescue operations at the airport. (10 points)

OFFICER'S ORIENTATION COURSE

QUIZ #6

1. A combination standpipe system is ________

   A. A water piping system directly connected to a water supply and equipped as required for Class I and Class II standpipe systems.

   B. A water piping system directly connected to a water supply and has 1-1/2 inch outlet connections each equipped with 1-1/2 inch fire hose and nozzle for use by the building occupants.

   C. A water piping system directly connected to a water supply and designed as required for both sprinkler standpipe and Class II standpipe systems.

   D. A water piping system directly connected to a water supply and designed as required for both sprinkler standpipe and Class III standpipe systems.

2. The required water supply for a Class III standpipe system with ten risers is ________

   A. 1250 gpm

   B. 2500 gpm

   C. 2750 gpm

   D. 5000 gpm

3. Temporary standpipes may be provided in place of permanent systems if they are designed to furnish ____ gpm at ____ psi with a standpipe riser not less than ____ inches in diameter.

   A. 50, 50, 2

   B. 65, 100, 2

   C. 75, 50, 4

   D. 100, 65, 4

4. The number of hose stations for a   standpipe system in each building and in each section of a building divided by fire walls, shall be such that all portions of each story are within 30 feet of a nozzle attached to not more than 100 feet of hose.

   A. Class I and III

   B. Class II

   C. Class III

   D. Class I, II and III

5. An approved automatic fire alarm system shall be installed in

   A. All dwelling (R-3) units.

   B. All apartment houses three or more stories in height or containing more than 15 apartments.

   C. All hotels, motels and lodging occupancies.

   D. All of the above.

6. The maximum recommended area of coverage for a wet pipe sprinkler system is ____________

   A. 3,000 sq.ft.

   B. 12,000 sq.ft.

   C. 52,000 sq.ft.

   D. 72,000 sq.ft.

7. The initials PIV stands for

   A. pressure impacted valve (i.e. Zern Valve)

   B. post indicator valve

   C. piping in vestibule

   D. "pressure in volume", optimum performance ratio for standpipe system pumps in parallel configuration, i.e 0.75/0.60 PIV.

8. The ______________ is basically a local protective signaling system that has additional circuitry which connects it to the municipal fire alarm system through a nearby master fire alarm box.

A. Proprietary protective signaling system

B. Auxiliary protective signaling system

C. Remote station protective signaling system

D. Direct line protective signaling system

9. Which one of the following four detector types is not classified as a heat detector type.

A. Thermoelectric effect detector

B. Rate compensation detector

C. Continuous line type detector

D. Catalytic element detector

10. "This type of detector generally uses either a solid device such as silicon carbide or aluminum nitride, or a gas-filled tube for the sensing element. The detector is essentially insensitive to both sunlight and artificial light." This statement most nearly describes a ______________.

A. Ultraviolet flame detector

B. Semiconductor detector

C. Photoelectric smoke detector

D. Thermoelectric effect detector

11. A protective signaling system is required by the Uniform Building Code in all but one of the following occupancies. Which one is not subject to the requirements:

A. A church with an occupant load of 234 people

B. A restuarant with an occupant load of 345 people

C. A school with an occupant load of 99 people

D. A three story apartment building with a total of 12 apartment units.

12. The National Fire Protection Association states that in those cases where automatic sprinkler systems were unsuccessful in controlling or extinguishing fires in protected buildings, one of the three principal reasons was:

A. Delayed relay of fire alarm to the fire department

B. Installation of incorrect temperature sprinkler heads

C. Partially protected building

D. Premature shut-down of operating sprinkler system

13. Which one of the following is not a NFPA recognized type of automatic fire sprinkler system:

A. Deludge system

B. Delayed-action system

C. Regular dry-pipe system

D. Wet-pipe system

14. According the the Uniform Fire Code, an automatic fire-extinguishing system is required in all but one of the following occupancies. Which one is not required to be protected by an automatic fire-extinguishing system?

A. A cabinet shop (H-3) with a floor area of 4,999 square feet

B. A night club (A-2) with an open floor area of 6,500 square feet

C. A 1,999 square foot basement area in a school (E-1).

D. A one story automobile repair garage (H-4) with a floor area of 4,999 square feet

15. A automatic fire sprinkler system is required to be supervised when the system __________ .

A. Contains more than 100 sprinkler heads

B. Serves a Group R, Division 1 Occupancy

C. Serves a partially protected building

D. Is only served by a private water supply

OFFICER'S ORIENTATION COURSE

QUIZ #6

16. According to Investigator McClure's lecture, an Arson Investigator should be summoned for the following types of situations. Please describe.

OFFICER ORIENTATION PROGRAM

Test #7

Name ______________________________

1. Assume you are a Truck Captain in District 1. During a consistently hot and dry week, you receive an alarm at 0215 hours for smoke showing in a four-story, pre-1933 residential building of ordinary construction. (Note! this building is occupied by several senior citizens.) As you leave the station, the Dispatcher reports that several more calls have reported smoke and one reported fire on the third floor. What considerations must you make prior to your arrival to the scene? Give special attention to the building's construction and the need for ventilation. (20 points)

2. Describe briefly the position of the Harbor Commissioner. (Appointing authority, term of appointment, requirements, etc.) (10 points)

APPENDIX F

Daily Evaluations

Please comment on the positive and negative aspects of the first day of the Officer's Orientation Course.

Captain As A Manager Leader - Chief Warren Harman

Investment In Excellence - Captain Walter Gupton

Overall Impression

Please comment on the positive and negative aspects of the second day of the Officer's Orientation Course.

Employer/Employee Relations - Captain Harold Omel

Personnel Management - Chief Hunter

Overall Impression

Session #3

Please comment on the positive and negative aspects of the third day of the Officer's Orientation Course.

Captain's Responsibility Continuum - Chief Marvin Rupe

Definitions of Communications and Learning - Richard Resurreccion

Problem Employee Simulation - Training Staff
(comment on both days)

Reports and Records - Chief Tom Simmons

Alarm Office - Captain Gupton

Overall (Please use back if necessary)

EVALUATION

Session #4

Please comment on the positive and negative aspects of the fourth day of the Officer's Orientation Course.

Command Sequence - Chief Rupe

Tank Farms, Refinery Firefighting - Chief Santavicca

EVALUATION

Session #5

Please comment on the positive and negative aspects of the fifth day of the Officer's Orientation Course.

Basic Fire Ground Operations - Chief Olson

Airport Overview - Chief Martin

EVALUATION

Session #6

Please comment on the positive and negative aspects of the sixth day of the Officer's Orientation Course.

Fire Prevention - Chief Martincavage, et al

Fire Protection System - Chief Husoe

Fire Investigation - Inspector McClure
Special Agent Blake (ATF)

EVALUATION

Session #7

Please comment on the positive and negative aspects of the seventh day of the Officer's Orientation Course.

Building Construction - Chief Halker

Ventilation - Chief Halker

Harbor Overview - Captain Edwards

EVALUATION

Session #8

Please comment on the positive and negative aspects of the eight day of the Officer's Orientation Course.

Incident Command System - Chief Rupe

LBFD's Disaster Plan - Chief Guyett

Orientation to LBFD's Haz-Mat First Responder Course
Firefighter/Paramedic C. Hines

Los Angeles County Haz-Mat 105

California Highway Patrol

APPENDIX G

Course Outline

LONG BEACH FIRE DEPARTMENT

COMPANY OFFICER ORIENTATION COURSE

SESSION #1

Monday, September 14, 1987

Topic	Time	Instructor
Orientation	0800-0900	Chief Souders
Opening Remarks Course Objectives Course Pre-test		
Captain As A Manager-Leader	0900-1200	Chief Harman
Duties/Responsibilities Leadership Morale Motivation Professionalism Routine Discipline Demeanor Accountability Apparatus Public Service		
Overview Investment In Excellence	1500-1700	Capt Gupton

Required Reading - Handouts

COMPANY OFFICER ORIENTATION COURSE

SESSION #2

Tuesday, September 15, 1987

Personnel Management	Time	Instructor
Organization City Govt. Performance Evaluation Documentation Letter of Reprimand Counseling Forms Skelly Letter E.A.P. Referrals	0800-1200	Chief Hunter
Affirmative Action	1300-1400	Chief Hunter
Background Department's Affirmative Action Plan Captain's Responsibility Sexual Harassment		
Employer/Employee Relations	1400-1500	Capt Omel
Memorandum of Understanding Grievance History of Union & Labor		
Role Playing	1500-1700	Staff

Required Reading - Handouts

COMPANY OFFICER ORIENTATION COURSE

SESSION #3

Wednesday, September 16, 1987

Reports & Records	Time	Instructor
Written Communications Departmental Memorandum Field Incident Reports	0800-1200	Chief Simmons Dr. Resurreccion
Reports and Records	1300-1500	Chief Simmons
Annual Station Improvement Inventory Annual Hydrant Report		
Radio Communications	1500-1700	Capt Gupton
Overview Alarm Office Radio Protocol C.A.D. System		

Required Reading - Handouts

COMPANY OFFICER ORIENTATION COURSE

SESSION #4

Thursday, September 17, 1987

Basic Engine Company Operations	Time	Instructor
Apparatus Placement Hose/Nozzle Selection Hose Line Placement Firefighter Safety Long Beach Water Department Capabilities Heavy Stream Appliance	0800-1200	Chief Santavicca
Fire Strategy/Tactics	1300-1700	Chief Rupe Chief Santavicca
Size Up & Initial Action Fireground Coordination & Communication Refineries Incidents Tank Farm Foam		

Required Reading - Handouts

COMPANY OFFICER ORIENTATION COURSE

SESSION #5

Friday, September 18, 1987

Basic Fire Ground Operations	Time	Instructor
Ventilation Forcible Entry Search and Rescue Evacuation Elevators Ladder Pipe Operations Truck Company Placement Utilities Control	0800-1200	Chief Olson
Airport Overview	1300-1500	Chief Martin
Specialized Equipment Airport Fire Fighting Tactics		
Overview Investment In Excellence	1500-1700	Capt Gupton

Required Reading - Handouts

COMPANY OFFICER ORIENTATION COURSE

SESSION #6

Monday, September 21, 1987

Fire Prevention	Time	Instructor
Pre-Fire Planning Occupancy Definitions Occupant Load Exit Requirements Storage of Hazardous Substances	0800-1200	Chief Martincavage
Fire Alarm Systems	1300-1500	Chief Husoe
Standpipes Sprinklers Smoke & Heat Detectors Alarm Systems		
Fire Investigation	1500-1700	Insp. McClure
Cause Determination Penal Code Preservation of Evidence		

Required Reading - Handouts

COMPANY OFFICER ORIENTATION COURSE

SESSION #7

Tuesday, September 22, 1987

Building Construction	Time	Instructor
Types of Construction Behavior of Building Materials Under Fire Conditions	0800-1200	Chief Halker
Ventilation	1300-1500	Chief ~~Fisher~~ HALKER.
Principles Tactical Considerations Operations Safety Laddering		
Harbor Overview	1500-1700	Captain Edwards
Marine Fire Fighting		

Required Reading - Handouts

COMPANY OFFICER ORIENTATION COURSE

SESSION #8

Wednesday, September 23, 1987

Incident Command System	Time	Instructor
Overview Incident Command System Mutual Aid Procedures Strike Team Operations Department's Disaster Plan	0800-1200	Chief Rupe
Hazardous Materials Incidents	1300-1700	Firefighter Hines Chief Rupe
Freeway Incidents D.O.T. Hazardous Materials Guide Health Department Los Angeles County Haz-Mat Team Highway Patrol Cal-Trans		

Required Reading - Handouts

COMPANY OFFICER ORIENTATION COURSE

SESSION #9

Thursday, September 24, 1987

Multiple Casualty Incidents	Time	Instructor
Incident Coordination and Triage	0800-1200	Chief Guyett
Medical Alert System (MAC)		
Hospital Emergency Radio		
Fire Simulator & Role Playing	1300-1700	Training Staff
Problem Employee		
Drinking		
Depression		
Theft		

Required Reading - Handouts

COMPANY OFFICER ORIENTATION COURSE

SESSION #10

Friday, September 25, 1987

Fire Simulator	Time	Instructor
	0800-1700	Training Staff

APPENDIX H

Examples of Lesson Plans

Captain As A Manager
Warren Harman, Deputy Chief

Lesson Objectives

1. Explain the duties and responsibilities of a Company Officer.
2. State Departmental policy concerning station management.
3. Discuss the effective use of peer resources.
4. Discuss the career transition from non-officer to supervisory officer.
5. Identify and discuss the common errors made by newly appointed Company Officers.
6. Develop goals and performance objectives, including individual, crew and station performance standards.
7. Describe Department requirements and individual needs for probationary Firefighters.

Lesson Outline

1. Introduction
2. Duties and responsibilities (job description)
3. Career Transition
    - 3.1 Common errors
    - 3.2 Peer resources
4. Operational definitions
    - 4.1 Leadership
    - 4.2 Morale
    - 4.3 Motivation
    - 4.4 Professionalism
    - 4.5 Demeanor
5. Technical duties and responsibilities
    - 5.1 Station routine
    - 5.2 Discipline
    - 5.3 Apparatus, including spare apparatus
    - 5.4 Interface with House Captain
6. Goals and objectives
    - 6.1 Individuals
    - 6.2 Crew
    - 6.3 Station
7. Training of probationary Firefighters
8. Summary and Conclusions

Employer-Employee Relations
Harold Omel, Captain

Lesson Objectives:

1. Provide a brief overview of the history of fire service unions, with particular emphasis on LBFD's development.
2. Describe the development and use of the "Memorandum of Understanding."
3. Explain the Union's role in grievance procedures.

Lesson Outline:

1. Introduction
2.

Personnel Management
Chris Hunter, Deputy Chief

Lesson Objectives:

1. Explain the organization of Long Beach City Government.
2. Explain the concept of due process, including the importance of counseling.
3. Use the City-approved system of progressive discipline.
4. Prepare an annual performance evaluation.
5. Describe the role, scope and use of the Employee Assistance Program (EAP).
6. Use the "Superior's Guide to the Administration of Discipline and Handling Grievances."

Course Outline:

1. Introduction
2. Organization of City Government
3. Annual Performance Evaluations
4. Discipline and Grievances
    - 4.1 "Supervisor's Guide to the Administration of Discipline and Handling Grievances"
    - 4.2 Due process and counseling
    - 4.3 Progressive discipline
5. Employee Assistance Program (EAP)
6. Summary and Conclusions

Personnel Management
Chris Hunter, Deputy Chief

Lesson Objectives:

1. Explain the organization of Long Beach City Government.
2. Explain the concept of due process, including the importance of counseling.
3. Use the City-approved system of progressive discipline.
4. Prepare an annual performance evaluation.
5. Describe the role, scope and use of the Employee Assistance Program (EAP).
6. Use the "Superior's Guide to the Administration of Discipline and Handling Grievances."

Course Outline:

1. Introduction
2. Organization of City Government
3. Annual Performance Evaluations
4. Discipline and Grievances
    - 4.1 "Supervisor's Guide to the Administration of Discipline and Handling Grievances"
    - 4.2 Due process and counseling
    - 4.3 Progressive discipline
5. Employee Assistance Program (EAP)
6. Summary and Conclusions

Reports and Records
Tom Simmons, Battalion Chief
Richard Resurreccion

Lesson Objectives

1. Explain the communications process model.
2. Prepare formal departmental memoranda.
3. Complete field incident reports.
4. Develop an annual Station Improvement Letter.
5. Complete an Inventory Report.
6. Develop an annual Hydrant Report.

Lesson Outline

1. Introduction
2. Personnel problem
3. Communications process model
4. Departmental memoranda
5. Field incident reports
6. Other reports:
    - 6.1 Station Improvement Letter
    - 6.2 Inventory Report
    - 6.3 Hydrant Report
7. Summary and conclusions

Radio Communications

Walter Gupton, Captain

Lesson Objectives

1. Describe the structure of the Communications Division and its resources and responsibilities.
2. Describe the 9-1-1 emergency dialing system, including primary and secondary public safety answering points.
3. Describe ways to enhance communications and cooperation between the Long Beach Fire Department and the Long Beach Police Department.
4. Explain the future communication needs for Long Beach Fire Department and the CAD system.

Lesson Outline

1. Introduction
2. Alarm Office Staffing
3. 9-1-1 and How It Works
4. Professional Radio Transmissions
5. LBFD Cooperation and Problems
6. Future Communications (CAD)
7. Summary and Conclusions

Flammable Liquid Fires
Art Santavicca, Battalion Chief

Lesson Objectives:

1. Develop an initial size-up flammable liquid fires involving tank farms, vehicles and ships.
2. Establish fire ground coordination.
3. Determine apparatus requirements.
4. Calculate fire flow.
5. Select appropriate hoses and nozzles, including heavy stream appliances.
6. Determine hose line placement.
7. Describe Firefighter safety considerations.

Lesson Outline:

1. Introduction.

2.

1. Introduction

2. Structures

   - 2.1 Size-up
   - 2.2 Water Supply
   - 2.3 Fire Flow Calculations
   - 2.4 Apparatus Placement
   - 2.5 Hose/Nozzle/Heavy Stream Selection
   - 2.6 Hose Line Placement
   - 2.7 Firefighter Safety

3. Flammable Liquids

   - 3.1 Fire Fighting Foam
     - 3.1.1 Types and Uses
     - 3.1.2 Locations and Amounts
     - 3.1.3 Application Methods and Equipment

   - 3.2 Tank Farms/Refineries
     - 3.2.1 Size-up
     - 3.2.2 Water Supply
     - 3.2.3 Fire Flow Calculations
     - 3.2.4 Apparatus Placement
     - 3.2.5 Hose/Nozzle/Heavy Stream Selection
     - 3.2.6 Hose Line Placement
     - 3.2.7 Firefighter Safety

   - 3.3 Vehicle Incidents
     - 3.3.1 Size-up
     - 3.3.2 Water Supply
     - 3.3.3 Fire Flow Calculations
     - 3.3.4 Apparatus Placement
     - 3.3.5 Hose/Nozzle/Heavy Stream Selection
     - 3.3.6 Hose Line Placement
     - 3.3.7 Firefighter Safety

   - 3.4 Ships
     - 3.4.1 Tanker Overview
     - 3.4.2 Size-up
     - 3.4.3 Water Supply
     - 3.4.4 Fire Flow Calculations
     - 3.4.5 Hose/Nozzle/Heavy Stream Selection
     - 3.4.6 Hose Line Placement
     - 3.4.7 Firefighter Safety

4. Summary and Conclusions

Basic Truck Company Operations
Gary Olson, Battalion Chief

Lesson Objectives

1. Determine tactics for basic fire ground operations, including ventilation, forcible entry, search and rescue, evacuation, elevators, ladder pipe operations, truck placement and utilities control.
2. Define offensive and defensive fire operations and present a variety of examples for each.

Lesson Outline

1. Introduction
2. Ventilation
3. Forcible Entry
4. Search and Rescue
5. Evacuation
6. Elevators
7. Ladder Pipe Operations
8. Truck Company Replacement
9. Utilities Control
10. Summary and Conclusions

Airport Overview
Jack Martin, Battalion Chief

Lesson Objectives:

1. Describe the general investments of the Long Beach Airport for the City of Long Beach.

2. Describe the purpose of the Long Beach Airport Rescue and Firefighting Incident Command and Training Manual.

3. Describe the basic strategy and tactics for airport rescue and firefighting.

1. Introduction

2. FAMILIARIZATION OF AIRPORT

   2.1 Total awareness of facility
   2.2 Impact on City
   2.3 Flights per day

3. ROUTINE RESPONSIBILITY

   3.1 Who's in charge of airport?
   3.2 Notification of problems--To whom? When?
   3.3 Inspection responsibilities
   3.4 Training

4. SPECIALIZED EQUIPMENT

   4.1 Crash rigs
   4.2 Quick response rig
   4.3 Engine back-up

5. AIRPORT FIRE FIGHTING TACTICS

   5.1 Dual extinguishment--quick-response
   5.2 Foam disbursement - crash rigs.
   5.3 Open escape routes - maintain
   5.4 Extra foam concentrate supply
   5.5 Extra purple K supply

6. Summary And Conclusions

Fire Investigation
Douglas McClure, Investigator

Lesson Objectives:

1. Describe the considerations needed when sizing-up and preparing a fire scene for the Fire Investigators.

2. Explain the basic laws that apply to arson investigation.

3. Describe the mission of the Alcohol, Tobacco and Firearms Arson Investigation Team.

Lesson Outlines

1. Introduction

2. Size-up by Engine Company Commanders

    2.1 For Suppression Purposes
    2.2 For possible Cause Determination
    2.3 Criteria for When to Initiate Arson Investigation
    2.4 Proper Way to Interview Witnesses, Victims and Possible Suspects prior to arrival of Arson Investigators

        2.4.1 When Not to Talk to Suspect and Why
        2.4.2 Explanation of the Miranda Decision
        2.4.3 How to properly I.D. Witnesses and reasons why

3. Discussion of the Penal Code Sections in regard to Arson and Fire Bombs

4. Special Agent Ron Blake from Alcohol, Tobacco and Firearms Agency will explain the Federal Government's role in Arson Investigation and how the A.T.F. National Response Team functions.

5. Summary and Conclusions

Hazardous Materials Incidents
Marvin Rupe, Battalion Chief
Charles Hines, Firefighter/Paramedic

Lesson Objectives:

1. Recognize a hazardous materials situation.
2. Describe the coordination with agencies such as law enforcement (e.g., LBPD and CHP), Cal Trans, Health Department and the Los Angeles County Hazardous Materials Team in various environments.
3. Explain the scene set-up for hazardous materials incidents.
4. Discuss the basic legal requirements involved in managing hazardous materials incidents.
5. Describe over-all safety considerations when managing hazardous materials incidents.
6. State the purpose of LBFD's 24-hour hazardous materials first responder course.

Lesson Outline:

1. Introduction and Background
2. Hazardous Material Incident Case Histories
3. Safety at Haz-Mat Incidents
4. Los Angeles County Fire Department Haz-Mat Team
5. California Highway Patrol
6. Summary and Conclusions

Multiple Casualty Incidents
Robert Guyett, Deputy Chief

Lesson Objectives:

1. Explain the strategies involved in managing multiple casualty incidents.
2. State the procedures involved in coordinating with various units and agencies, e.g., Alarm Office, Police and CHP, Search & Rescue, medical service, American Red Cross, Salvation Army.
3. Describe the duties and functions of the Medical Alert System (MAC).
4. Describe the duties and functions of the Hospital Emergency Alert Radio (HEAR).
5. Discuss the importance of establishing and maintaining a safe industrial environment.

Lesson Outline

1. Introduction.
2.

APPENDIX I

Steering Committee's Recommendations

COMPANY OFFICERS ORIENTATION COURSE

In developing the content for this course outline, a Steering Committee was formulated, composed of Chief Officers, Company Commanders and the Training Staff.

The Committee was instrumental in developing the content of the course, and further emphasized the need of implementing the course.

It was mutually agreed that the course would greatly enhance the newly promoted Company Officer's ability to deal with newly acquired duties and responsibilities.

The course consists of ten (10) eight (8) hour sessions. The consensus of the Committee members is that students should be placed on a forty (40) hour work week and attend classes daily.

The Committee further recommended the class be provided to the first fifteen (15) to twenty (20) candidates on a Captain's eligibility list, and the five (5) most recently promoted Company Officers.

See Attached Outline

OFFICER TRAINING

Problem Statement

The once relatively simple process of training the work force has now become an ever-changing complex system as American society develops in this increasingly sophisticated, technological age.

These changes, as well as those occurring in the political, social and economic arenas are demanding increasingly skilled and knowledgeable human resource managers.

In an effort to meet these demands, an Officer Training/Development Program is deemed necessary.

Mission

The mission of the Long Beach Fire Department's Officer Training Program is to develop effective and professional leaders, who are capable of meeting the needs of the Department, the community and self.

Goal

- Develop the managerial and technical skills as well as the professional attitude of management, including first line supervisors.

Performance Indicators

- Improved participation and performance in Officer's Training Programs.

Performance Indicators (Continued)

- Improved status of non-fire related activities. (Fire Prevention, Inspection, Training, Values, Responsibilities)
- Improved personal and job satisfaction.

Strategy

Define roles and responsibilities of various positions within the Department.

- Establish a committee to develop performance standards and program content. Develop training program for members that reflects the needs and philosophies of the Department.
- Career Development Guide
- Officer's Orientation Course
- Continued in-service Officer development and education

APPENDIX J

Certificate of Completion

LONG BEACH DEPARTMENT OF FIRE

Certificate of Completion

THIS IS TO CERTIFY THAT

Michael S. Miller

Has satisfactorily completed a course of instruction

of 80 hours in Company Officer Orientation

conducted by the Bureau of Training.

M. L. Rupe
TRAINING OFFICER

09/25/87
DATE

FIRE CHIEF

James C Hankla
CITY MANAGER

APPENDIX K

Final Evaluation Instrument

FINAL EVALUATION
LONG BEACH FIRE DEPARTMENT
COMPANY OFFICER ORIENTATION PROGRAM

This instrument is designed to measure your beliefs about the first Company Officer Orientation Program. Your opinion is critical to (1) determine the success of the program and (2) identify aspects which need improvement. Please take adequate time to consider and develop your response to each statement.

COURSE CONTENT

Rate each of the following statements on a 1 to 7 scale in terms of your knowledge before the course and after the course.

Little to no knowledge or awareness		Some knowledge or awareness		Good knowledge or awareness		Excelent knowledge or awareness
1	2	3	4	5	6	7

I believe I am able to:

Before After

_____ _____ 1. Describe the duties and responsibilities of a Captain as a manager-leader.

_____ _____ 2. Record objective data and present a supervisory report on the findings.

_____ _____ 3. Analyze objective data and present a supervisory report on the findings.

_____ _____ 4. Explain the purpose of the "Investment in Excellence" program.

_____ _____ 5. Identify situations of sexual harassment.

_____ _____ 6. Provide a general description of the role of the IAFF.

_____ _____ 7. Define EEO and affirmative action.

Before	After		
_____	_____	8.	Use the "Supervisor's Guide to the Administration of Discipline and Handling of Grievances."
_____	_____	9.	Complete standard LBFD reports required at the company level.
_____	_____	10.	Explain the communication process model.
_____	_____	11.	Explain the basic operations of the Alarm Office.
_____	_____	12.	Apply the basic principles of engine company operations.
_____	_____	13.	Apply the basic principles of fire strategies and tactics.
_____	_____	14.	Apply the basic principles of truck company operations.
_____	_____	15.	Explain, in general terms, the fire and rescue problem facing airport operations.
_____	_____	16.	Describe the scope of operations of the Fire Prevention Bureau.
_____	_____	17.	Explain the basic purpose and operation of standpipes, sprinklers, smoke and heat detectors and alarm systems.
_____	_____	18.	Describe the fire investigations activities in the LBFD.
_____	_____	19.	Describe the role of Alcohol, Tobacco and Firearms in fire investigation.
_____	_____	20.	Describe the types of construction typically found in the City of Long Beach.
_____	_____	21.	Describe the behavior of building materials under fire conditions.

Before	After		
_____	_____	22.	Explain ventilation principles and practices.
_____	_____	23.	Explain, in general terms, the fire and rescue problems facing Port of Long Beach.
_____	_____	24.	Describe LBFD's disaster plan.
_____	_____	25.	Provide a descriptive overview of the incident command system.
_____	_____	26.	Describe the purpose and general content of LBFD's first responder hazardous materials training program
_____	_____	27.	Describe procedures for effectively working with the Los Angeles County Fire Department's HAZ MAT Team.
_____	_____	28.	Describe procedures for effectively working with the California Highway Patrol.
_____	_____	29.	Describe the management of multiple casualty incidents, including incident coordination and triage, the Medical Alert System and HEAR.
_____	_____	30.	Assess my ability to inter-relate with peers and subordinates in a variety of settings, e.g., counseling sessions and leaderless groups.

The Instructors

Rate each of the following instructors on a 1 to 5 scale (1 = poor; 2 = slightly poor; 3 = adequate; 4 = good; 5 = excellent) in terms of their subject knowledge (SK), organization and presentation (O & P), meeting objectives (O), and professional role model (RM).

Deputy Chief Harman ______ SK
______ O & P
______ O
______ RM

Captain Gupton ______ SK
______ O & P
______ O
______ RM

Deputy Chief Hunter ______ SK
______ O & P
______ O
______ RM

Captain Omel ______ SK
______ O & P
______ O
______ RM

Battalion Chief
Simmons ______ SK
______ O & P
______ O
______ RM

R. Resurreccion ______ SK
______ O & P
______ O
______ RM

Battalion Chief
Santavicca ______ SK
______ O & P
______ O
______ RM

Battalion Chief Rupe ______ SK
______ O & P
______ O
______ RM

Battalion Chief Olson ______ SK
______ O & P
______ O
______ RM

Battalion Chief Martin
_____ SK
_____ O & P
_____ O
_____ RM

Battalion Chief Martincavage
_____ SK
_____ O & P
_____ O
_____ RM

Fire Prevention Staff
_____ SK
_____ O & P
_____ O
_____ RM

Inspector McClure
_____ SK
_____ O & P
_____ O
_____ RM

Battalion Chief Halker
_____ SK
_____ O & P
_____ O
_____ RM

Captain Edwards
_____ SK
_____ O & P
_____ O
_____ RM

CHP Officers
_____ SK
_____ O & P
_____ O
_____ RM

Course Organization

Rate each of the following statements on a 1 to 4 scale (1 = strongly disagree; 2 = disagree; 3 = agree; and 4 = strongly agree).

I believe:

_____ 1. Chief Souders clearly stated the value the Department places on the "Company Officer Orientation Course."

Comments

_____ 2. Chief Rupe and the Training Staff adequately stressed the orientation and general awareness nature of this course.

Comments

____ 3. The course was organized and ran smoothly.

Comments

____ 4. Eight (80) hours is an appropriate amount of time to cover the course material.

Comments

_____ 5. The eight (8) hours, ten (10) consecutive days format is an effective delivery system.

Comments

____ 6. Department personnel, especially Chief Officers, were effectively used in the presentation of the program.

Comments

____ 7. Outside agencies (e.g., HAZ MAT 105 and CHP) were effectively used in the presentation of the program.

Comments

Open-Ended Comments

Please take a few minutes to provide a few comments on the strengths and weaknesses of the Company Officer Orientation Program.

Strengths

Weaknesses

I recommend the following additions to the course:

Overall Course Rating

Rate the total course on a 1 to 5 scale (1 = poor; 2 = slightly poor; 3 = adequate; 4 = good; 5 = excellent).

I rate this course _____

I would recommend the Company Officer Orientation Program to other Long Beach Fire Department Captains or those seeking to be Captain.

_____ yes

_____ no

Thanks for taking time to respond carefully to this instrument.

APPENDIX L

Open-Ended Comments

STRENGTHS

1. This is a step in the right direction to training our Department personnel in all levels.

2. Review of the subjects that a new Captain should have a pretty good foundation on. What the expectations are of a new Captain, duties, responsibilities.

3. This brought us as a group to a oneness I haven't experienced since Drill School and I believe this will pay dividends to the Department for years -- I'll be (something) but it will be seen.

4. *Provided good insight to legal issues involving personnel problems. Role playing was an excellent learning tool.
   *A great program for those studying for upcoming Captain's exams.
   *A good overview of the wide range of responsibilities that a Captain has or should strive to possess.
   *Stressed areas of importance that are currently ignored on the floor, i.e., fire prevention, training pre-fire planning, record keeping.

5. Very valid info given to the class. This class should be a requirement.

6. Excellent learning environment. Good participation allowing interaction between everyone involved. The subjects were applicable to the Captain's position -- that is what makes this an excellent program. Also very good to keep a tight time schedule.

7. Overall, course shows a lot of time and effort and the course is greatly needed. I appreciate all the work that went into it. All things considered, it was a commendable effort.

8. I believe the strengths of the class lie in the individuals. I believe some people need more in areas which others may find boring, or useless. My personal goals were to gain more knowledge in tactics and some leadership skills. Yet, others may find they were helped with report writing. Individuals were able to take what they needed.

9. The concept and most of the material presented were excellent. This program was long overdue!

10. *Training Staff's desire to do a good job.
*Outside speakers.
*Course given on duty.
*Handouts provided (by individual instructors).

11. -Made us aware of vast responsibilities that face us.
-Good general overview of all aspects of Captain's position.
-Made us aware that this Department cares about its future and Chief Officers showed that commitment.

12. A commitment has finally emerged to a program that has much to offer.

13. 1. Dr. Resurreccion! His expertise in dealing with Fire Department problems and day-to-day functions is invaluable. (Memo writing, superior/subordinate interview, and sharing his impressions.) He added a lot of class to this course.
2. The subjects you guys picked were right-on, especially personal relations, simulations, tactics and strategy.

14. Chief Rupe spoke before this evaluation. He talked about, to, in some degree, fulfill your life through the job. I have seen a glimmer of this. Some bonding among members of the class.

15. Good overview of Captain's job and responsibilities.
Most helpful to me:
-Grievances, reprimands
-Memo writing
-ICS/command simulations
-Mass casualty
Really touched on areas I need to be aware of, made me more aware of it.

WEAKNESSES

1. Needed some Captains' input on how to do more of the daily routine and operation of the Fire Station.

2. I don't agree with the assessment center approach of "finding a leader." You talked about being able to function under pressure, but the type of stress created during such an exercise can't be duplicated in the real world. I've worked for the "dynamic, all American boy" and the "quiet, reserved" types of Captains and can honestly say that one isn't always better than the other. I've discussed this aspect of the course with other members of the class and some of them are developing self doubts.

3. Level of instruction was high, when it was low, it was dreadful.

4. *In some cases an orientation is not needed or appropriate. Most of these guys are familiar with areas. We need more particulars.
   *Leaderless discussion will do little to assist a hew Captain.
   *Department evaluation process should be covered more.
   *Many of the instructors did not aim their lectures at what does a new or old Captain really need.

5. I felt like I was on a cruise with only slides. Except for a few occasions, (sexual harassment, fire prevention), it was a job description. If that was the purpose, it was met.

6. Please have guest speakers not apologize for their presentations, i.e., "I know you guys are getting sick of this" or "I know you want to get out of here." If we go over--fine. I'm here to learn.

7. I would like to have been a little more involved in firefighting tactics and haz mat incidents management.

8. Not enough 1st responder/C.O. level emphasis.

9. *Notebook organization.
   *Too much time spent on management exercises (leaderless group).
   *Too long (10-8 hour days).
   *Some never followed course outline.

10. Notebook - unorganized, not large enough for all the material that was handed out, no dividers.
Projector - another one must be purchased!

11. Not enough objectivity with regard to speakers and their material.

12. Some of the presentations could have used more audio-visual. The notebook could have been more organized.

13. Time, 8 hours, 10 days. Not much time to assimilate the mass amount of raw data. A little overkill on the handouts.

14. Organization in the notebook.

APPENDIX M

Participants

Personnel Attending
Officer Orientation

Carter, Larry	FP
Cooper, Mark	19B
Hines, Charles	3A
Johnson, Jon	10C
Kim, Gerald	3B
Kirby, John	1A
Magana, Ray	1B
Maranto, Alan	12A
May, James	19C
Miller, Michael	3A
Samuelson, Robert	11B
Schrock, Robert	7A
Seebart, John	1C
Teran, Henry	1B
Willingham, Eugene	17C
Wilson, William	1C